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Unit Three

Thematic



Module 6B:

Look and See



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Grade Three **Thematic**

Module 6B:
Look and See



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Grade Three Thematic
Module 6B: Look and See
Student Module Booklet
Learning Technologies Branch
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Module Overview

As you continue to “look” at sounds, you will explore pitch and music. You will also create musical instruments.

Have you ever thought about what it would be like if you couldn't hear? You will find out about a unique school for children who cannot hear and read a story about a famous dancer who couldn't hear. Are you ready to look and see?



What You Will Need

You will need the materials in your Course Container. Also collect the books and materials listed below. For Module 6B, you will need

- Module 6B Student Module Booklet
- Module 6B Assignment Booklet
- Writing Folder and Art Folder
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- beginner's classroom atlas
- *Collections: Super Senses!*
- *Grade Three Thematic Audio CD*
- interlined notebook or paper for handwriting
- drinking straws
- shoe box; long, thin rubber bands; long, thick rubber bands; poster board
- tin cans of three different sizes, cardboard tubes, balloons, rubber bands, sticks or wooden spoons for drumsticks
- two small funnels, plastic tubing
- two small plastic containers, such as a film canister, pill bottle, or yogurt container
- assorted materials suitable for soundproofing, such as cotton balls, foam chips, rubber bands, newspaper, plastic bags, bubble wrap, wire, and cardboard
- two small pieces of wood or wooden blocks

See the Home Instructor's Guide for more information.



Day 10

Music and You

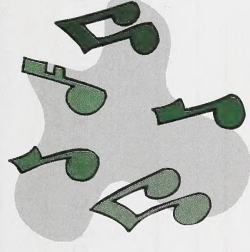
You have thought about pleasant sounds and unpleasant sounds. Music is a sound that most people enjoy. In today's activities you will read about a boy who discovers his musical talent.

What do you know about musical instruments? Would you like to learn more? You will think about different types of instruments and create your own wind instrument today.



Getting Started

What is your favourite type of music? Do you listen to classical music, country music, gospel music, rock music, or rap music? Do you like traditional children's songs like you sang on Day 9? Are you interested in popular music? Tell your home instructor about the kinds of music you enjoy. Ask your home instructor about his or her favourite music.



What is music? Take out your dictionary.

Find the word music in the dictionary.

1. How many meanings for music do you see? _____
 2. Write the first meaning for music.
-
-

Music has been around for almost as long as there have been people. Ancient tribes danced to the beat of a drum and chanted or sang.

People from all over the world enjoy music. Many countries have traditional music and dances.



Discuss the student's favourite types of music and your own preferences.

talent: a special, natural ability

“Dava’s Talent”

Almost everyone enjoys listening to music. Some people are better than others at creating music.

If someone is very good at singing, playing an instrument, or making up music, they have a **talent** for music.

3. What is one of your talents? What are you good at?

In Module 6A you began to check your own work by using the Suggested Responses. Your home instructor will continue to help you with this.

Be sure that you have completed your work before checking the answers. Look carefully for the correct page number and question number. Then compare your answer with the suggested answer. Is your answer correct? If your answer is not correct, can you tell why? If you didn’t understand why you made a mistake, discuss it with your home instructor. Make the correction using a different colour of pen or pencil. You will use self-marking activities in grade four, so it is important to learn to do this correctly.

Turn to the Suggested Responses on page 27 and ask your home instructor to help you check your work.



I’m really good at playing hockey and soccer.

Assist the student with locating the Suggested Responses and checking the completed work.

Today you will read a story about a boy who has to try several different things before he discovers his talent.



Take out *Super Senses!*



Look at the Contents page. Find “Dava’s Talent.”

4. This selection is a _____.
5. It begins on page _____.

Turn to that page.

Look through the illustrations in this story. Make some predictions.

6. Do you think this story takes place in Canada? _____

Explain why or why not.

Find out who the main character is. Find out more about the setting too. Read the first page.

7. The main character is _____.

8. The setting is _____.

Dava lives in a country in Africa. You will find it on a map later.

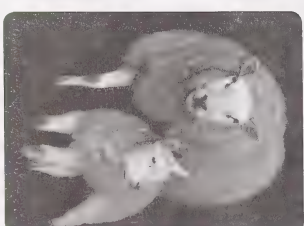
9. What job did Dava's papa do?

10. What did Dava like to do?

11. What was Dava's problem?

Read page 46.

12. What other characters did you meet on this page?



In the story "Morning on the Lake," you found out the meaning of the word ancestors.

13. What word in the first paragraph on page 46 means the same thing as ancestors?

Read page 47.

14. Each member of Dava's family gave him an idea about how to solve his problem. Tell what each family member's idea was.

His sister told him to _____

His mama told him to _____

His papa leads the sheep by _____

His uncle leads the sheep by _____

15. Did any of the suggestions work? _____

16. Did Dava have a talent for singing? _____

17. What did Leah say Dava's singing sounded like? _____



18. Did Dava have a talent for playing the flute? _____

19. What did Uncle Eban say about Dava's flute playing?

Read the last two pages of the story.

20. Why did Dava have to lead the sheep home?

21. What did Dava do to calm himself?



22. What was the talent that Dava discovered?

23. How did this talent help him?

Assist the student with locating the Suggested Responses and checking the completed work.

Turn to the Suggested Responses on pages 27 to 29, and ask your home instructor to help you check your work.

Using Illustrations and Context for Clues

When you read “Dava’s Talent,” you probably found several words that you haven’t seen before. Dava’s community is similar to Canadian communities in some ways; in other ways it is very different. Some of the words from the story tell about things from his community.

What strategies did you use to figure out the meaning of the words? Tell your home instructor what you did.

In the story, Dava wears a djellabah.

Find the word djellabah in the story. Read the whole paragraph. Use context to help you understand the meaning of djellabah. Remember, the context of a word includes all the words and sentences surrounding it. Knowing the context makes it easier to understand the word.

24. What do you think a djellabah is?

Find a picture of a djellabah in the illustrations in the story.

On page 48 it says that Dava swished his staff.

Find the word staff in the story. Read the whole paragraph and look at the picture. Use context to help you understand the meaning of staff.

Discuss the strategies that the student used when he or she encountered the new words in the story. Did the student read on, reread, check the illustrations, check the dictionary, or use context?

25. What is a staff?

Find a picture of a staff in the illustrations in the story.

Draw a picture of Dava wearing his djellabah and holding a staff.



On page 47 it says that Dava practised the flute in the sheepcote.

Find the word sheepcote in the story. Read the whole paragraph. Use context to help you understand the meaning of sheepcote. Look at the illustration on page 47.

26. What do you think a sheepcote is?

When you read, remember to use context clues and picture clues. They can often help you figure out the meaning of unfamiliar words. You may need to check the dictionary if context clues or picture clues don't help you.

Turn to the Suggested Responses on page 29 and ask your home instructor to help you check your work.

Spelling

Your home instructor will read some words aloud. You will write them in your Assignment Booklet.

Listen to each word as your home instructor says it. Think about which letters make the sounds you hear in the word.

Write each word carefully.



Go to Assignment Booklet 6B. Do Assignment 1: Spelling Pre-test.

Assist the student with locating the Suggested Responses and checking the completed work.

Refer to the Home Instructor's Guide for spelling words and procedures.

Phonics

Are you ready to learn more about vowel sounds? Sometimes, when two letters come together in a word, the sounds of the two letters blend together to make one vowel sound.

27. Read the following phrases and draw a picture to go with each one. Think about the letters that are blended to make one sound. Circle the two letters that blend together to make one vowel sound in each phrase.

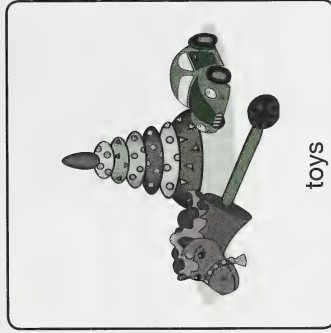
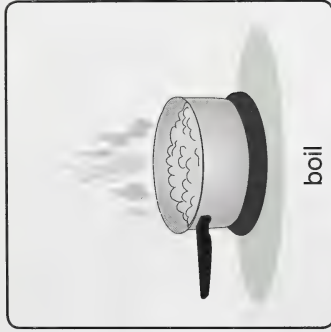
a noisy toy

a mouse in the house

a cow in town

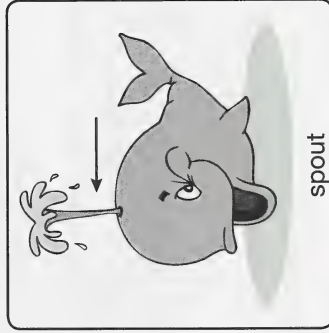
a new pot full of stew

Look at the words in the pictures below.



28. What do you notice about the sound of oi and oy? _____

Look at these words too.



29. What do you notice about the sound of ow and ou? _____

Assist the student with locating the Suggested Responses and checking the completed work.

diphthong: two letters blended together to make one vowel sound, such as oi in noise or ou in out

The letter combinations oi, oy, and ou are called **diphthongs**. The combinations ow and ew are also diphthongs.

Turn to the Suggested Responses on page 29 and ask your home instructor to help you check your work.

Handwriting

In Module 6A you reviewed how to write the capital letters. How are you doing with your lowercase letters? You will spend the next few days reviewing the lowercase letters, then you will start doing some assignments in handwriting.

Today you will judge some lowercase letters in your Assignment Booklet. You will decide which letters are made correctly and which letters need more care. Use your handwriting chart to help you judge.

Words with diphthongs can be tricky to spell.



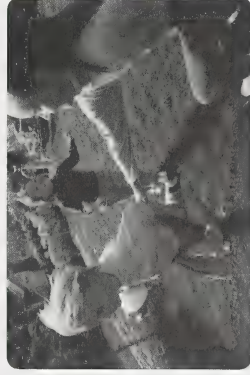
Go to Assignment Booklet 6B. Do Assignment 2: Handwriting.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

As you read today, remember to use context clues and picture clues to help you understand new words.

Musical Sounds

On Day 2 of Module 6A you made vibrations in three ways:

- by hitting or tapping
- by moving air
- by plucking

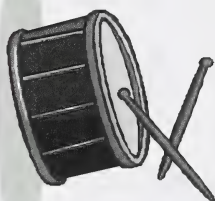
The sounds that are made from these vibrations can be loud or quiet, depending upon how much energy is put into making the sound.

Musical instruments make music in the same three ways. Some musical instruments are hit or tapped. You blow into some instruments and pluck others.

Look at the musical instruments below. Think about how sound is created from each instrument.



violin



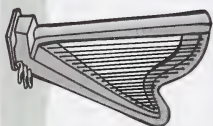
drum



clarinet



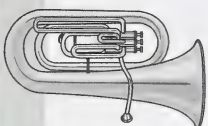
xylophone



harp



trombone



tuba



cymbals



guitar

30. Which instruments on the previous page are plucked?

Instruments that are plucked are called string instruments. They have some type of wire or string that is stretched. When you plucked a rubber band, you made a simple string instrument.

31. Which instruments on the previous page are blown into?

Instruments that are blown into are called wind instruments. On Day 2 you blew between two papers to make a sound.

32. Which instruments on the previous page are hit?

Instruments that are hit are called **percussion** instruments. Do you remember when you put water into glasses and hit the glasses with a spoon? You made a simple percussion instrument.

Each instrument can make many different sounds. The sounds can be loud or quiet. The pitch can be changed. Faster vibrations make high-pitched sounds. Slower vibrations make low-pitched sounds.

percussion: the striking of one thing against another
Percussion instruments are hit, shaken, or rubbed together to produce a sound.

The student will tell you how the pitch is changed in the wind instruments in the illustrations on page 20.

When you put the water in the glasses, the pitch of each glass was different.

33. The glass with the most water made

a high-pitched sound no sound

a low-pitched sound

How could you change the pitch on an instrument that you blow into? Think about the wind instruments in the pictures on page 20. How does the player change the pitch? Tell your home instructor what you think.

Make a Wind Instrument

When you whistle, you are using your mouth like a wind instrument. You can change the pitch to make different musical notes. Can you whistle like Dava? Try to whistle a tune you know. Do you have a talent for whistling?

Today you will make a simple wind instrument from drinking straws.



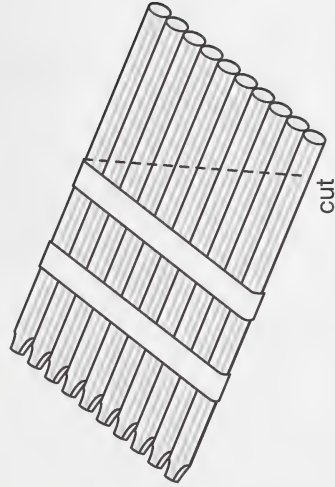
Take out ten straws, scissors, and some tape.



Remember, pitch is the highness or lowness of a sound. A flute has a higher pitch than a tuba.

Follow the steps to create some panpipes.

- Flatten one end of each straw and cut a small triangle off each side.
- Lay the straws on the table next to one another in a straight line. Carefully tape them together so that they can't move apart.
- Cut the straws on an angle so that each straw is a different length.



- Blow gently across the straight top of the straws. Your lips should not touch the straws. Listen to the sound that each straw makes when you blow across it. Can you make loud and quiet sounds?

34. Which straw makes the highest sound? _____

35. Which straw makes the lowest sound? _____

Wind instruments look quite different from one another, but inside each instrument is some type of tube that holds a column of air. When you blow on or into a wind instrument, you make the air vibrate in a certain way. A short column of air makes a higher-pitched sound than a long column.

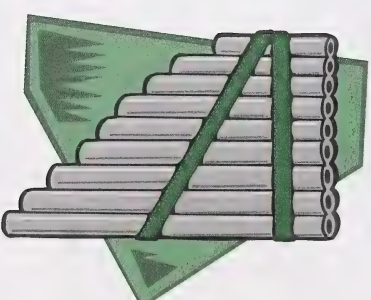
Some wind instruments, like the panpipes you made, have many columns of air. Other wind instruments have holes that can be covered or uncovered to change the length of the air column and the pitch.



Some instruments have a tube that slides and changes the pitch.

Have fun playing your panpipes!

Turn to the Suggested Responses on pages 29 and 30, and ask your home instructor to help you check your work.



Story Time

What is your home instructor reading to you today?
Are you beginning a new story or a novel?

Assist the student with locating the Suggested Responses and checking the completed work.

Looking Back

Did you learn anything new about music? Do you know how to play an instrument? Could you make lots of different sounds on your panpipes?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

diphthong: two letters blended together to make one vowel sound, such as oi in noise or ou in out

djellabah: a long, loose-fitting robe with long sleeves, worn especially in North African countries

music: 1 sounds put together in beautiful or interesting arrangements, especially the sounds of singing voices or instruments 2 an arrangement of tones written down using notes and other symbols

percussion: the striking of one thing against another
Percussion instruments are hit, shaken, or rubbed together to produce a sound.

sheepcote: a pen for holding sheep

staff: a large, heavy stick

talent: a special, natural ability

Suggested Responses

1. Answers will vary, depending upon which dictionary you used. The *Gage Canadian Junior Dictionary* lists four meanings.
2. Answers will vary, depending upon which dictionary you used. Music is sounds put together in beautiful or interesting arrangements, especially the sounds of singing voices or instruments
3. Different people have different talents. Is your talent in music? Sports? Art? Writing? Some people have a talent for growing beautiful flowers. Some people are good at cheering others up. What's your talent?
4. This selection is a short story.
5. It begins on page 45.
6. You are making a prediction based on the illustrations, so there is no right or wrong answer to this question. Did you explain your answer? You might have noticed that the landscape, buildings, clothing, and activities look different from those in Canada.
7. The main character is Dava.
8. The setting is near a river and mountains in a small village in Morocco.
9. He was a shepherd.

10. Dava liked to play with the lambs and to fill the woolsock.
11. Dava could not herd the sheep very well.
12. Uncle Eban; Dava's sister, Leah; Dava's mama
13. Forefathers means the same thing as ancestors.
14. His sister told him to wear Papa's clothes.
His mama told him to walk slower.
His papa leads the sheep by singing.
His uncle leads the sheep by playing the flute.
15. no
16. no
17. Leah said Dava's singing sounded like rocks falling.
18. no
19. Uncle Eban said Dava's flute playing sounded like the screech of a hawk.
20. Dava's papa got hurt, and his uncle had to help him get home.
21. He began to whistle.
22. Dava discovered he was good at whistling.

23. The whistling calmed the sheep and helped Dava lead them home.
24. A djellabah is a type of clothing that Dava's papa wears. You know from the context that a djellabah is long and that it has long sleeves. In the illustrations, you can see that Dava's djellabah is a one-piece garment with a sash at the waist.
25. A staff is a walking stick. You can see Dava holding his staff in the picture on page 48 in the story.
26. A sheepcote is a shelter for sheep. You know from the words around it that a sheepcote is big enough to fit Dava, Uncle Eban, and the sheep. You can see them all in the sheepcote in the picture on page 47 in the story.
27. The drawings should illustrate each phrase. You should have circled the following letters in the phrases.
- | | |
|-------------------------------|--|
| a <u>n</u> oisy <u>t</u> oy | a <u>m</u> ouse in the <u>h</u> ouse |
| a <u>c</u> ow in <u>t</u> own | a <u>n</u> ew pot full of <u>s</u> tew |
28. The two letter combinations make the same sound.
29. The two letter combinations make the same sound.
30. The harp, guitar, and sometimes the violin are plucked. They are all string instruments.

31. The clarinet, trombone, and tuba are blown into. They are all wind instruments.
32. The drum, xylophone, and cymbals are hit. They are all percussion instruments.
33. The glass with the most water made a low-pitched sound.
34. The shortest straw makes the highest sound.
35. The longest straw makes the lowest sound.

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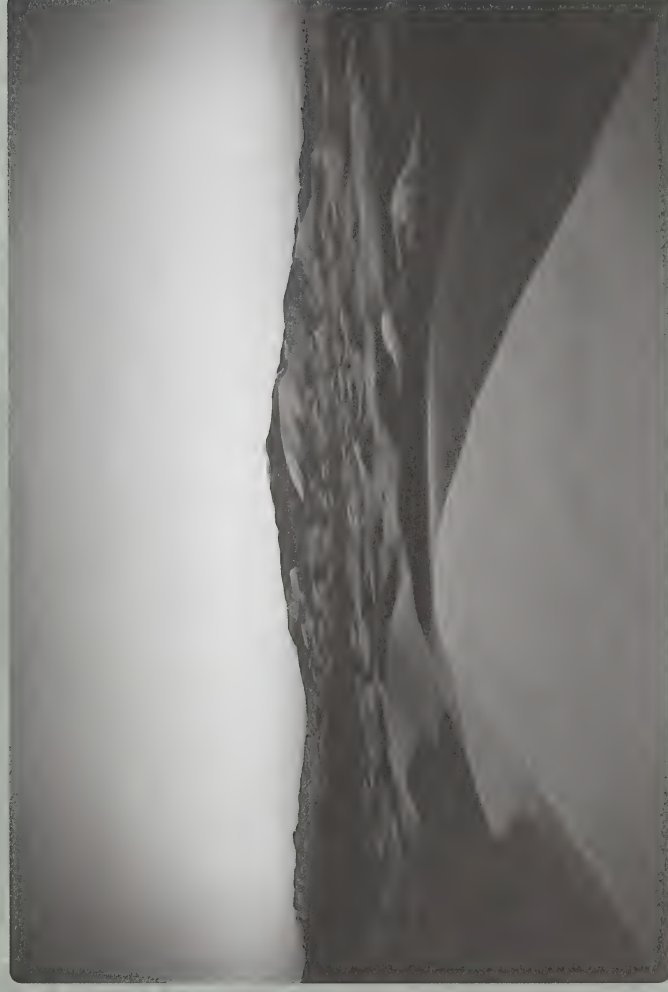
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Day 11

Where Is Morocco?

On Day 10 you read about a boy named Dava. He lived in a country called Morocco. Today you will find Morocco on a map and learn more about it.

You will also think about people who have used their special talents to help make a difference in the world.



You know that fiction stories can give you clues about life in a certain area. Think back to the story “Dava’s Talent.” What did you learn about the country of Morocco in that story?

1. What word best tells about the environment in Morocco?

desert rainforest grassland

2. What was Dava's dad's job?

flute player singer shepherd

- ### 3. How did Dava spend most of his time?

watching television **helping with the sheep**

helping his mother

“Dava’s Talent”

You will read the story “Dava’s Talent” one more time. Look for more clues that tell you about life in rural Morocco.





Take out *Super Senses!*

Turn to page 45. Read the story “Dava’s Talent” one more time. Look at the illustrations carefully. Find out what type of clothing Dava wore, what his house was like, what grew in the family garden, and what the sheepcote and fences were made from.

4. Write the information that you discover in the table below.

Dava’s Clothing	
Dava’s Home	
Garden Produce	
Fencing and Building Materials	

Where Is Morocco?

On Day 10 you found out that Morocco is in Africa.

Take out your atlas. Turn to the table of contents. Find the page that shows a map of African countries.

Look in the northwest corner of Africa. Find Morocco.

5. A city in Morocco is _____.
6. The mountains on the southeast side of Morocco are called the _____.

The largest desert in the world is near Morocco.

7. The name of the desert is _____.

You learned earlier that the **equator** runs through Africa. You know that it is very hot near the equator.

8. What prediction would you make about the climate in Morocco?

equator: an imaginary circle around the middle of the Earth, halfway between the North Pole and the South Pole
Canada is north of the equator.

Life in Morocco

Daily life in other parts of the world may be similar to your life in some ways and very different in others. You probably spend several hours every day doing schoolwork. You may do a few chores to help your family. You spend some time staying clean by having a shower or a bath and brushing your teeth. You probably have lots of free time to play, watch television, or do other fun activities.

Think about your daily life. Tell about the things you do most mornings, afternoons, and evenings.

9. In the mornings I usually _____

10. In the afternoons I usually _____

11. In the evenings I usually _____



Discuss the fact that many children in the world participate in helping their parents meet their daily needs.

Do you think Dava's daily life is the same as yours? What do you think he spends most of his time doing? Tell your home instructor what you think.

Did you notice how Dava's family used the materials that could be found nearby to build their home and other structures? There are not many trees in desert areas, so mud bricks and rocks are used as building materials.



Dava's clothing helps him live in the desert. The loose, flowing, wool djellabah protects him from the hot sun and stinging sand.

Dava's family raises sheep. Sheep can eat the tough desert plants. The family members must move the sheep from place to place to find the plants. It is important that Dava be a good shepherd to help his family. Dava's family probably sells wool and meat from the sheep to buy the things they need. Like all communities in the world, the people in Morocco mostly use the things that are nearby to meet their needs.

12. Tell one way that Dava's life is different from yours.

Turn to the Suggested Responses on pages 44 and 45, and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

Spelling

Find your Spelling Pre-test in Assignment Booklet 6B. It is Day 10: Assignment 1. On the lines below, write any words that you spelled incorrectly. Ask your home instructor to help you spell them correctly.

Your home instructor will help you choose three challenge words. Write them too.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Take out your Writing Dictionary. You will add your new spelling words to the dictionary.

Show the student which words were spelled incorrectly and help him or her spell them correctly.

Help your student choose three challenge words to practise. Challenge words may be theme words, words that the student would like to learn, or words the student is spelling incorrectly in written work. See the Home Instructor's Guide for suggested thematic words.

Be sure the student spells each word correctly.

After the student has added the words to the Writing Dictionary, check to be sure that they have been spelled correctly.

Write all the spelling words from the Day 10 spelling pre-test in your dictionary. Put each word on the page with its beginning letter. Add your challenge words to the Writing Dictionary too.

Use your Writing Dictionary to help you spell words when you write. You can add new words any time you need to.

Phonics

Do you remember what a diphthong is?

13. A diphthong is _____.

The combinations below make diphthongs with a vowel sound.

oy ou oi ew ow

14. Two diphthongs from the list above that have the same sound are _____.

15. Two other diphthongs that have the same sound are _____.

B b
because
brown
boy



Go to your Phonics book for more practice with vowel diphthongs. Follow the directions carefully and do page 141.

Turn to the Suggested Responses on pages 45 and 46, and ask your home instructor to help you check your work.

Handwriting

How well do you know the lowercase letters? Today you will have a chance to write all the lowercase letters on your own.



Take out your interlined notebook or interlined paper.

Write the lowercase letters in order from a to z in your notebook or on your paper. Don't look at your alphabet chart as you write these letters. Leave a space between each letter.

When you are finished writing each letter, take out your alphabet chart. Compare your letters to the ones on the chart. Put a ✓ after the letters that are made correctly.

Put a circle around the letters that need to be improved. You will work on them over the next few days.



Put your work in your Writing Folder.

Assist the student with locating the Suggested Responses and checking the completed work.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

People Make a Difference in the World

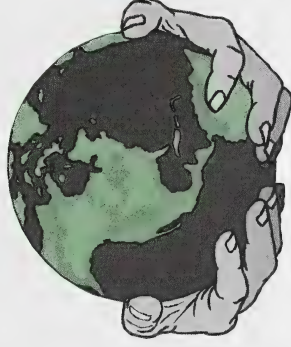
Earlier today you read a story about a boy who discovered his talent. He used his talent to help his family through a difficult time. He made a difference to his family.

In Module 2 you learned how people can make a difference in their community. You found out about some of the ways that people protect the natural environment or help others. You have also read about Canadian First Nations leaders and Canadian archaeologists who made a difference.

There are many, many people who have changed not only their own communities and countries, but also the whole world! These people have used their talents to make the world better for everyone.

Can you think of the name of a person who changed the world with his or her ideas? What has that person done that is of value to the world? Discuss these questions with your home instructor.

Have you heard or read about any of the people listed below and on the next page? They all tried to make a difference in the world.



Mother Teresa was a humble nun who made a difference by helping poor people in India. She spent her life working with children and those who were sick. She not only helped these people, but also set a good example for everyone in the world.

Diana, Princess of Wales made a difference by speaking out about countries that use land mines. Land mines are buried in the ground during wars. After the wars are over, land mines still kill many innocent people. Princess Diana helped convince some world leaders to ban the use of land mines. Many people continue to work toward this goal.

Nelson Mandela worked to convince the leaders of his country that black people and white people should have equal rights. At first he was jailed for his beliefs, but later he became South Africa's first black president. His ideas have helped the world realize that all people should have certain human rights.

If the student has difficulty with this, ask the student to think about world leaders who have been in the news lately, famous scientists, talented artists, or athletes.

The student may choose any person he or she feels has helped make the world a better place. The student may need to research some facts on the Internet, in an encyclopedia, or in a non-fiction book.

This may be a good time to introduce a biography written at the student's level. Your student may enjoy hearing about a person he or she admires. Check the Additional Resources list in the Home Instructor's Guide for appropriate books.

Lester B. Pearson, a Canadian prime minister, had the idea that soldiers could be used to help keep peace in the world. Instead of fighting, a country's soldiers could be sent to problem areas to help keep peace. Many Canadian soldiers have gone to different parts of the world on peacekeeping missions.

Bill Reid, an artist from the west coast of Canada, made the art of the Haida People famous. People from around the world can appreciate the beauty of Haida designs through his carvings and paintings.



Think about a famous person that helped make the world a better place. Write a short report about that person in your Assignment Booklet.



Go to Assignment Booklet 6B. Do Assignment 3: A Person Who Made a Difference.

Story Time

Find a favourite spot, relax, and enjoy the story that your home instructor will read to you.

Looking Back

How could you use your talents to make the world a better place? What would you like to change about the world? How would you change it?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

equator: an imaginary circle around the middle of the Earth halfway between the North Pole and the South Pole
Canada is north of the equator.

Suggested Responses

1. desert
2. shepherd
3. helping with the sheep

4.

Dava's Clothing	a djellabah or loose wool robe with a sash
Dava's Home	probably made from clay or mud bricks with a flat roof
Garden Produce	melons
Fencing and Building Materials	rocks, mud bricks, or clay

5. Casablanca is a city in Morocco. Rabat is the capital. Did you find another Moroccan city in your atlas?

6. The mountains on the southeast side of Morocco are called the Atlas Mountains.
 7. The name of the desert is the Sahara Desert.
 8. Did you predict that the weather will be hot since Morocco is close to the equator?
- Your answers for the next three questions should include activities that you do most days in the mornings, afternoons, and evenings.

Some examples are given, but your answers may be quite different.

9. In the mornings I wake up, wash my face, eat breakfast, get dressed, make my bed, take my dog for a walk, and do my schoolwork.
10. In the afternoons I usually help with the lunch dishes, do my schoolwork, play outside, and read or draw.
11. In the evenings I usually play with my sister, watch TV, eat supper, take out the garbage, take my dog for a walk, and get ready for bed by brushing my teeth and putting on my pyjamas. In the spring, I play soccer after supper.
12. You should have told one way that Dava's life is different from your own. You may have said that you don't have to help the family as much as Dava does or that your home, clothing, and environment are different.
13. A diphthong is two letters blended together to make one vowel sound.

14. and 15. Two diphthongs that have the same sound are *ow* and *ou*. Two other diphthongs that have the same sound are *oy* and *oi*. It doesn't matter if you wrote them in a different order as long as you put *ow* and *ou* together and *oi* and *oy* together.

Phonics

Page 141

- | | | | | |
|-----------|--------------|---------|-----------|----------|
| 1. South | 2. new | 3. join | 4. drew | 5. knew |
| 6. sound | 7. blew | 8. down | 9. shout | 10. boil |
| 11. stew | 12. grew | 13. joy | 14. noisy | 15. out |
| 16. spout | 17. fountain | | | |

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Are you ready to have some fun today? Are you good at recognizing sounds? You will have a chance to listen to some instruments and sounds. After you listen carefully, you will have to guess what makes each sound.

You will also learn more about pitch and musical instruments in today's activities.

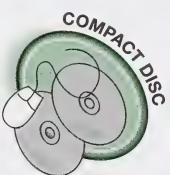
The student will discuss an occasion that called for good listening skills.

Getting Started

Are you a good listener? Just like any other skill, listening carefully takes practice. You need to be able to follow directions. Being able to identify sounds also helps you in many ways. Have you ever heard a sound and listened until you figured out what it was? Tell your home instructor about a time when you had to listen carefully to try to identify a sound or to follow instructions.

How Sharp Are Your Ears?

You probably take your sense of hearing for granted most of the time. You may not realize how many different sounds your ears can pick up. Your sense of hearing helps you communicate and can warn you of danger. You can even hear while you are asleep!

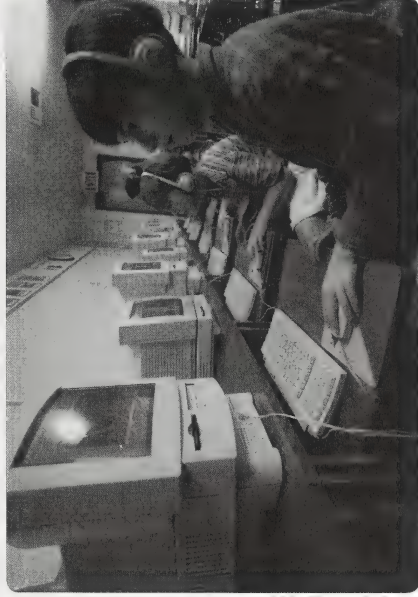


Take out your *Grade Three Thematic Audio CD*.



Can you hear the ocean in a seashell?

Find the selection on the CD called "How Sharp Are Your Ears?" It is Track 7. Listen carefully to the information and instructions on the CD. In the first part of the selection, you will listen to some instrument sounds. You will hear high sounds, low sounds, loud sounds, and quiet sounds. As you listen you will answer some questions in your Assignment Booklet.



In the second part of the selection you will listen to sounds and try to guess what is making the sounds. You will write your guesses in your Assignment Booklet.



Go to Assignment Booklet 6B. Do Assignment 4: What's That Sound?

Spelling

Look back to the Day 11 spelling activity. Look at each word on the list that you wrote. Think about the correct spelling for each word. When you are ready, put away your word list.

Today you will write sentences with the words from your spelling pre-test.

Module 6B: Look and See

Dictate the spelling sentences. Refer to the Home Instructor's Guide for the sentences and for more information. Your student will self-correct each sentence as you write it on the chalkboard or whiteboard.

Sentence Dictation Steps

Follow these steps when you write your sentences:

- Listen as your home instructor reads each sentence.
- Start each sentence with a capital letter and end the sentence with a punctuation mark.
- Use a ruler to underline each spelling word.
- Compare your sentence to the one your home instructor writes on the board and make any necessary corrections.

Phonics

Spelling words that have diphthongs can be tricky. You have to remember which letter combination is making the sound in each word.

1. Look at each pair of words. Circle the word that is spelled correctly.

boi boy mowse mouse cloud cloud

2. Circle the word in each pair that is spelled correctly.

house howse oul owl boil boyl



Go to your Phonics book for more practice with diphthongs.
Do page 142.

Turn to the Suggested Responses on page 63 and ask your home instructor to help you check your work.

Handwriting

On Day 11 you judged your lowercase letters. You circled the letters that need to be improved. You will practise some of those letters today.



Take out the lowercase letters you wrote on Day 11.

Module 6B: Look and See

Assist the student with locating the Suggested Responses and checking the completed work.

Look at the letters that you wrote in the Day 11 handwriting activity. Practise the first four letters that you need to improve.

Look at the alphabet chart to help you write these letters. Write a row of each letter that you need to practise.

Think of two words that begin with each letter that you practised. Make up a sentence that uses the two words. Write the sentence in handwriting.

For example, you may be practising the letter b. Two words that begin with b are baby and brown. You could write the sentence, The baby has brown eyes.

Do the same thing for four of the letters you need to practise.





Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Are you running out of ideas for physical activities? Check the Alberta Education website for more ideas. Look in the Home Instructor's Guide for the website address.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

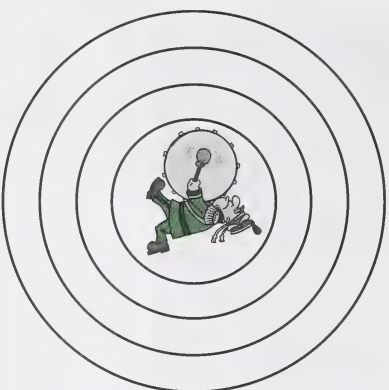


Pitch

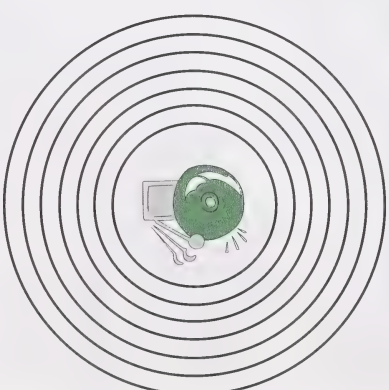
Earlier today you listened to high-, medium-, and low-pitched sounds that instruments made. You listened to the **musical scale** too.

musical scale: a set of tones going up or down in pitch according to a certain pattern

You know that sound vibrations move through the air in waves. You also learned that low-pitched sounds come from slow vibrations. High-pitched sounds come from fast vibrations.



When a bass drum booms, you hear a low-pitched sound. There is a larger space between each sound wave. If you could see the sound waves, they might look like this.



When a fire alarm rings, you hear a high-pitched sound. The sound waves are closer together. If you could see the sound waves, they might look like this.

You found out that the loudness of a sound is measured in decibels. Scientists can also measure pitch. They measure pitch by measuring how many vibrations or sound waves happen in a second.

3. How do scientists measure pitch?
-
-

Pitch is measured in a unit called **hertz**. The short way of writing hertz is Hz. It measures the number of vibrations or sound waves that happen in a second. If a choir singer's voice is measured at 400 hertz, it means that there are 400 vibrations in a second.

High-pitched sounds will have a higher number of hertz than low-pitched sounds. Humans can hear sounds from 20 hertz to 20 000 hertz.

Dogs can hear sounds from 20 hertz to 50 000 hertz. They can hear higher-pitched sounds than humans can.



hertz: a unit for measuring how often something happens in a second. In the case of sound, it measures how many sound waves occur in a second.

4. Pitch is measured in a unit called _____.
5. The short way of writing this unit is _____.
6. The lowest pitched sound that humans can hear is _____.

Turn to the Suggested Responses on page 64 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

String Instruments

On Day 10 you found out that there are three main types of musical instruments. String instruments, wind instruments, and percussion instruments make sounds in different ways.

Today you will learn more about string instruments.

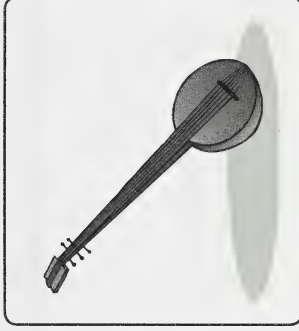
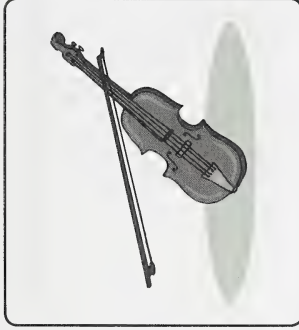
7. To make music with most string instruments, you

hit them blow into them pluck them

8. Name three string instruments.

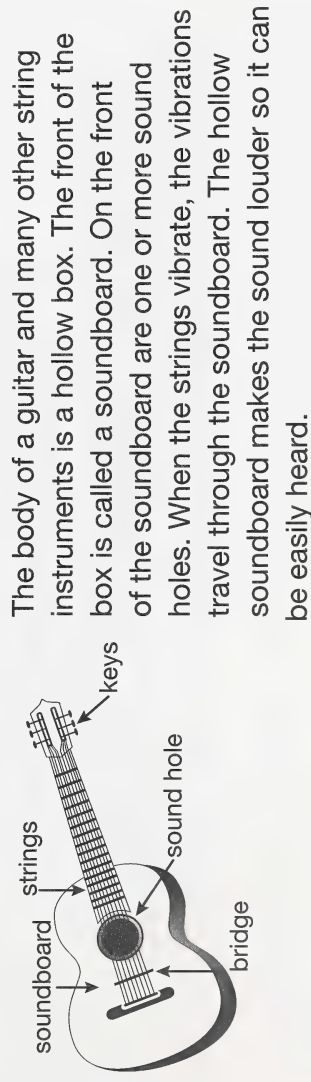
If you have a string instrument in your home, allow the student to study it closely.

Look carefully at the string instruments below.



9. What else do the string instruments have that is the same?

Did you notice the piece of wood that goes under the strings? This part is called the bridge. Many string instruments also have keys to tighten the strings.



The body of a guitar and many other string instruments is a hollow box. The front of the box is called a soundboard. On the front of the soundboard are one or more sound holes. When the strings vibrate, the vibrations travel through the soundboard. The hollow soundboard makes the sound louder so it can be easily heard.

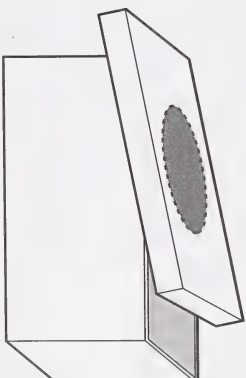
Make a String Instrument

To make your own string instrument, you will need

- a shoebox
- scissors
- six long, thin rubber bands
- thick poster board
- glue

Follow the steps below to make a shoebox guitar:

- Cut a circular hole in the lid of the shoebox. If you want to make your guitar look nice, you can paint the box or cover it with coloured paper.



- Stretch six rubber bands lengthwise across the box. The rubber bands should be placed over the hole.

- Cut three pieces of thick poster board in the shape you see below. This will form the bridge on your guitar. The pieces should be long enough to fit under all six rubber bands. Glue the pieces of poster board together and let the glue dry.



- Stand up the poster board bridge under the strings, just past the hole.

Try making different sounds by plucking the shoebox guitar. Make loud and quiet sounds. Try sliding the bridge toward the hole and away from the hole. Listen to the different sounds that the rubber-band strings make.

Changing the Pitch on a String Instrument

The bridge on the guitar stretches some strings tighter than others.

10. Which string makes the highest-pitched sound?

the tightest string the loosest string the medium string

11. How do the sounds change when you slide the bridge away from the hole?

Move the bridge so it is close to the hole again. Use one finger to press down on the string between the bridge and the end of the box. Pluck the string with a finger from the other hand. How does the sound change?

Try holding down the strings in different places.

12. To make a higher sound, I held down the string close to

the middle the bridge the end

13. To make a lower sound, I held down the string close to

the middle the bridge the end

14. What do you think would happen if you plucked the strings with a penny or a bread clip instead of your finger?



Try it and see. Was your prediction right?

What do you think would happen if you used thicker rubber bands?

15. The sound would be

higher-pitched lower-pitched the same

You can also make different sounds on a string instrument by making the strings tighter or looser. The thickness of the strings affects the pitch. Changing the length of the strings changes the pitch. When musicians press on the strings, they change the length of the string to get the pitch they want. The size and shape of the instrument also makes the sound different.



In string instruments like the violin, a bow is rubbed across the strings. This is another way of making the strings vibrate.

Turn to the Suggested Responses on pages 64 and 65, and ask your home instructor to help you check your work.

Story Time

What is your home instructor reading to you today? Enjoy the story, article, or novel that the two of you have chosen.

Assist the student with locating the Suggested Responses and checking the completed work.

Looking Back

What new things did you learn about pitch and string instruments? Did you enjoy guessing the sounds earlier today? Do you think your ears are pretty sharp?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

hertz: a unit for measuring how often something happens in a second
In the case of sound, it measures how many sound waves occur in a second.

musical scale: a set of tones going up or down in pitch according to a certain pattern

Suggested Responses

1. The word that is spelled correctly in each pair should be circled.

boi (boy) mowse (mouse) (cloud) clowd

2. The word that is spelled correctly in each pair should be circled.

(house) howse oul (owl) (boil) boyl

Phonics

Page 142

- | | | |
|--------------------|----------------------|--------------------|
| 1. co <u>in</u> s | 2. de <u>w</u> | 3. to <u>y</u> s |
| 4. ho <u>u</u> se | 5. ro <u>u</u> nd | 6. cr <u>o</u> wd |
| 7. bo <u>u</u> nce | 8. cr <u>o</u> wn | 9. co <u>w</u> |
| 10. bo <u>y</u> | 11. o <u>w</u> l | 12. ste <u>w</u> |
| 13. mo <u>u</u> se | 14. flo <u>w</u> ers | 15. cl <u>o</u> ud |

3. Scientists measure pitch by how many vibrations or sound waves happen in a second.
4. Pitch is measured in a unit called hertz.
5. The short ways of writing this unit is Hz.
6. The lowest pitched sound that humans can hear is 20 hertz.
7. To make music with most string instruments, you pluck them.
8. String instruments include violins, cellos, guitars, ukuleles, mandolins, banjos, and harps. Did you think of any others?
9. You may have noticed some type of resonating box or soundboard, a bridge or piece of wood that goes under the strings, and keys for tightening the strings.
10. The tightest string makes the highest pitch sound.
11. The sounds get lower in pitch.
12. To make a higher sound, I held down the string close to the bridge.
13. To make a lower sound, I held down the string close to the end.

14. You made a prediction. Any reasonable ideas are acceptable. Did you say that the sound will change?
15. The sound would be lower pitched.

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Day 13 Silent Dancer

Today you will begin a new story. The story is about a girl who lived in Asia. You will find out how she used her special talent to become a famous dancer.

The rhythm of the music helps dancers move in time to the beat. You will create some percussion instruments today and have some fun moving to the beat.



Getting Started

You have talked about how important your hearing is to you. Imagine what it would be like if you could not hear at all. What would you have to do differently if you could not hear? What would you have to learn? Tell your home instructor what you think it would be like to live in a silent world.

Discuss the questions and the student's thoughts about what it would be like to be unable to hear and what the student might do differently.

Silent Lotus

Do you know what a **lotus** is? A lotus is a water lily with large leaves and fragrant, pink flowers.

lotus: a water lily native to Asia and Australia with large leaves and fragrant, pink flowers



Take out *Super Senses!*



Turn to the Contents page.

Find "Silent Lotus."

1. "Silent Lotus" is

a poem a non-fiction article a picture book story

2. It begins on page _____.

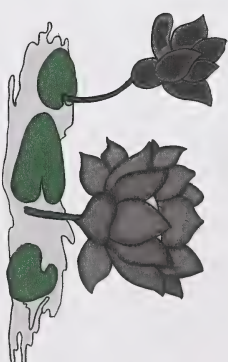
Turn to that page.

Module 6B: Look and See

The student will make predictions about the setting, main characters, and events based on the title and the illustrations.

Look through the illustrations. Make predictions about the story. Where do you think the story takes place? Who do you think the main characters are? What clues does the title give you? Tell your home instructor your predictions.

Read the story silently. Use the strategies you have learned to help you figure out the words. After you have read the whole story, complete a reading-response activity in your Assignment Booklet.



Go to Assignment Booklet 6B. Do Assignment 5: Reading Response.

More About the Story

Do you remember how the author of the story "Morning on the Lake" compared the mist to a blanket and the sun to a ball? Authors use comparisons to help readers form an image in their mind.

A phrase that uses the words like or as to compare two different things is called a **simile**.

Read the simile below:

Leaves fall from the tree like tiny parachutes.

simile: a comparison between two different things made by using like, as, or as if. For example, "Her voice is as warm as sunlight."

3. Leaves are compared to _____.

Leaves don't really look like parachutes, but they do sometimes drift slowly down through the air like a parachute does. Leaves and parachutes are different things. Comparing them makes a picture in the reader's mind.

The author of "Silent Lotus" uses similes to tell the reader about Lotus when she was a baby.

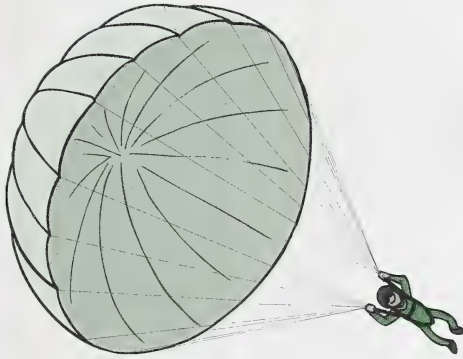
4. What does the author compare Lotus's face to?

5. What does the author compare her eyes to?

6. Finish the similes from the story.

• a face as _____

• eyes as _____



You can use similes in your writing to help the reader form an image.

7. Write your own similes for the following things.

The kitten was as soft as _____.



The dancer was as graceful a _____.

His eyes twinkled like _____.

The sun was like _____.

Turn to the Suggested Responses on pages 79 and 80, and ask your home instructor to help you check your work.

Assist your student with locating the Suggested Responses and checking the completed work.

Spelling

It's time to practise your spelling words. Look back to the list of words you wrote in your Day 11 spelling activity.

Use the look, cover, spell, and check method to practise the spelling words. Practise the challenge words too.

Look: Look at the word.

Cover: Cover the word and try to see it in your mind.

Spell: Try to write the word.

Check: See if you got it right or where you went wrong.

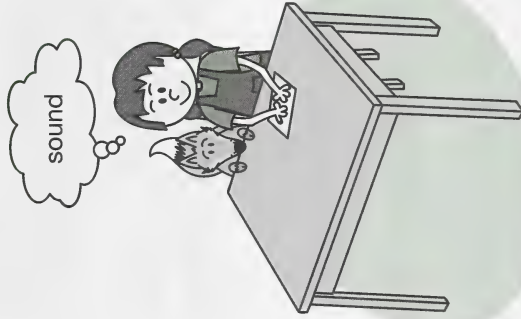
Phonics

You know that dividing words into parts or syllables makes it easier to read them. Today you will practise dividing words into syllables.

Remember, in vowel digraphs and vowel diphthongs, two vowels go together to make one sound.

Read the words below. Tell your home instructor how many syllables each word has.

weightless flour noise bouncy threading



The student will tell you how many syllables each word has. Be sure the student is listening for vowel sounds, not counting the number of vowels in a word.

Assist the student in locating the Suggested Responses and checking the completed work.



Go to your Phonics book to practise finding the number of syllables in a word. Do page 143. Remember, the number of vowels you **hear** tells you the number of syllables a word has.

Turn to the Suggested Responses on page 81 and ask your home instructor to help you check your work.



Go to Grade Three Mathematics.

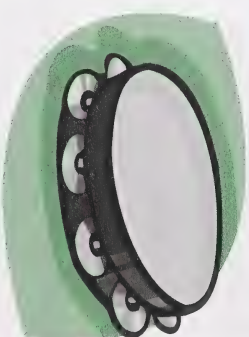
Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Percussion Instruments

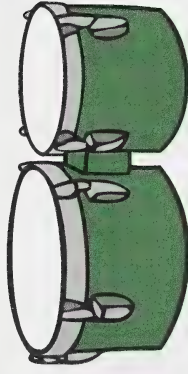
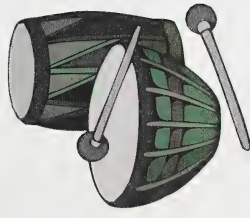
Any type of instrument that you hit, shake, or rub together is called a percussion instrument.

Percussion instruments are probably the oldest type of instruments. Our ancient ancestors may have hit bones or pieces of wood together to make the first instruments. Drums were probably invented soon after that. Archaeologists have found the remains of drums from thousands of years ago. Today drums are still very important instruments for many cultures.



A drum can be made from any hollow container with a flexible material stretched across one or both ends. The stretched material is called the **drumhead**. When the drumhead is struck, it vibrates and creates a sound. Drums are often used to create a rhythm or a beat in music.

Drums of different sizes and shapes make different sounds.



drumhead: a cover stretched tightly over a hollow space, creating the flat part of a drum
The drumhead is struck with the hands or a drumstick to create the sound.

Make Your Own Drums

You can make your own drums. Gather the following materials:

- balloons
- cookie tin
- different sizes of tin cans
- cardboard tubes from paper towel rolls
- rubber bands
- heavy plastic or paper
- wooden dowels, small wooden spoons, or drumsticks
- heavy tape

Use the directions on the following pages to make three different types of drums.

bongo drums: a pair of small, connected drums, one slightly larger than the other, that are played with the hands
Bongos are often held between the knees.

Bongo Drums

Bongo drums are a pair of small connected drums. One is slightly larger than the other. They are played with the hands. Bongos are often held between the knees.



- Cut paper towel rolls into three different lengths.



- Cut the closed end off a balloon and cut up one side of the balloon to make a flat piece of rubber. Stretch the rubber piece over the top of a cardboard tube.
- Wrap a rubber band around the balloon to hold the drumhead in place. Make sure the drumhead is stretched tightly.
- Do the same with the other two balloons and stretch the flat pieces over the other two tubes.

Strike the tops of the drums with your fingers. Listen to the sounds that the three drums make.

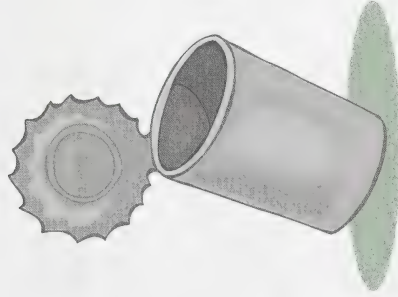
You may need to help the student stretch the drumhead and attach it with rubber bands.

8. Which drum makes the highest-pitched sound?

Now hit the drums with a wooden dowel, the handle of a wooden spoon, or a drumstick. How is the sound different from when you used your hand?

Tin Can Drums

- Ask your home instructor to remove both ends from three different-sized tin cans.
- Use balloons to make drumheads for each can. Stretch the balloon tightly and attach the drumhead to the can with rubber bands.
- Put a drumhead on the top and bottom of each can.



Strike the ends of each can with your fingers or a drumstick.

9. Which drum makes the lowest-pitched sound?

Loosen the drumhead on the largest tin can drum. Hit it.

Compare the sounds of a loose drumhead and a tight drumhead.

The student may have to loosen and tighten the drumhead a few times to discern the difference.

10. Which makes a higher-pitched sound?

Cookie Tin Drum

- Take the lid off the cookie tin.
- Cut a sheet of thick plastic from a heavy plastic shopping bag. If you don't have heavy plastic, use a sheet of thick paper, such as poster board. The plastic or paper must be a bit bigger than the top of the tin.
- Cut slits around the edge of the plastic or paper so that it will lay flat when it is taped to the top of the tin. Tape the plastic or paper tightly using heavy masking tape, electrical tape, or duct tape.

Try out your cookie tin drum. Strike the drumhead with your hands and with drumsticks. Try to make loud sounds and quiet sounds. Does this drum make a higher-pitched or lower-pitched sound than your other drums?



Experiment with making different sounds with your drums. Set up several drums in a row and use the different sounds to create a drum song. Try scratching the drumhead, tapping gently, and beating loudly.

Turn to the Suggested Responses on page 82 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.



It's time to move to the beat! Can you dance like Lotus?

Ask your home instructor to use your favourite drums to make a steady beat. Move around the room in different ways to the beat. Try marching, hopping, walking on tiptoe, and leaping. Ask your home instructor to make different sounds. Move the way the sound makes you feel. Have fun with it!



Story Time

Enjoy a story with your home instructor.

Module 6B: Look and See

Play the drums in a steady beat and ask the student to move in different ways. Play a variety of sounds on the drum and allow the student to move in the way that the sound suggests.

Looking Back

Did you enjoy the story you read today? Did you have any problems making your drums? Which drum made the best sounds? Did you have fun dancing to the beat?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

bongo drums: a pair of small, connected drums, one slightly larger than the other, that are played with the hands
Bongos are often held between the knees.

drumhead: a cover stretched tightly over a hollow space, creating the flat part of a drum

The drumhead is struck with the hands or a drumstick to create the sound.

lotus: a water lily native to Asia and Australia with large leaves and fragrant, pink flowers

simile: a comparison between two different things made by using like, as, or as if
For example, “Her voice is as warm as sunlight.”

Suggested Responses

1. “Silent Lotus” is a picture book story.
2. It begins on page 40.
3. Leaves are compared to tiny parachutes.
4. The author compares Lotus’s face to the moon.
5. The author compares her eyes to the stars.

6. • a face as round as the moon
• eyes as bright as the stars

7. There are no right or wrong answers for this question as long as your comparisons are reasonable. Are the different things you compared similar in some way?

Here are some sample answers that use comparisons to help the reader form an image:

The kitten was as soft as velvet.
The dancer was as graceful as a swan.
His eyes twinkled like sapphires.
The sun was like a red rubber ball.

* Remember, sometimes y is a vowel.

** Your Phonics book is from the United States. In Canada, we spell *neighbor* differently. We spell it with an extra vowel: *neighbourly*. Using the Canadian spelling, you see five vowels, but you still hear three and it still has three syllables.

Phonics Page 143	Vowels You See	Vowel Sounds You Hear	Number of Syllables		Vowels You See	Vowel Sounds You Hear	Number of Syllables
1. autumn	3	2	2	17. measure	4	2	2
2. shook	2	1	1	18. instead	3	2	2
3. bread	2	1	1	19. neighborly	4**	3	3
4. weigh	2	1	1	20. naughty	3	2	2
5. broom	2	1	1	21. headline	4	2	2
6. sweater	3	2	2	22. brook	2	1	1
7. bookcase	4	2	2	23. pause	3	1	1
8. school	2	1	1	24. eighteen	4	2	2
9. reindeer	4	2	2	25. leather	3	2	2
10. spool	2	1	1	26. haunted	3	2	2
11. sleigh	2	1	1	27. freight	2	1	1
12. feather	3	2	2	28. coins	2	1	1
13. bedspread	3	2	2	29. because	4	2	2
14. weighted	3	2	2	30. woodpile	4	2	2
15. woodpecker	4	3	3	31. raccoon	3	2	2
16. laundry	3*	2	2	32. heavy	3	2	2

8. The tallest drum makes the highest-pitched sound.
9. The largest drum makes the lowest-pitched sound.
10. The tighter drumhead makes a higher-pitched sound.

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Day 14

Cambodia

On Day 13 you met a girl from Kampuchea. Have you ever heard of Kampuchea? You will find out more about that country today. You will also talk about how the traditions of other countries may be different from your community's traditions.



Read the information about Cambodia in the Home Instructor's Guide and discuss it with your student.

Getting Started

In the story "Silent Lotus," you found out that Lotus lived in Kampuchea. It has a different name now. It is called Cambodia. Your home instructor will tell you about Cambodia.

Take out your atlas. Look at the table of contents. Find a map of Asia that shows the names of the countries.

Look along the southeast coast of Asia for Cambodia.

1. What other countries are around Cambodia?

2. What ocean touches Cambodia? _____

3. Cambodia is

south of China east of China north of China

Turn to the Suggested Responses on page 102 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

“Silent Lotus”

Can you remember what happened in the story “Silent Lotus”? Tell your home instructor about the setting, characters, and main events of this story.



Take out *Super Senses!*

Read “Silent Lotus” one more time and then answer the following questions.

4. Why was Lotus silent?

5. What activities did Lotus like to do?

6. What made Lotus sad?

7. What talent did Lotus have?

Module 6B: Look and See

The student will retell the story “Silent Lotus.”

8. How could Lotus dance to the music, even though she couldn't hear?
(**Hint:** Read the third paragraph on page 42.)

9. Why was Lotus so good at imitating the dancers?

10. Why did Lotus become famous?

You will take another look at this story later today when you talk more about the traditions in Cambodia.

Turn to the Suggested Responses on page 102 and ask your home instructor to help you check your work.

Phonics

Do you remember how to separate words into syllables? Read the tips below:

- Suffixes that have a vowel sound form a syllable.
- Divide compound words between the two smaller words.
- Each syllable must have a vowel sound.

Assist the student with locating the Suggested Responses and checking the completed work.

11. Draw a line to divide each word into syllables as shown in the example.

wood|en

southern	crowning	sunflower	fountain
cowboy	household	roundest	bookcase
bedspread	weighted	naughty	haunting
pointed	cloudy	uptown	bouncing



Go to your Phonics book for more practice finding the number of syllables in a word. Do page 144.

Turn to the Suggested Responses on page 103 and ask your home instructor to help you check your work.

Handwriting

On Day 11 you judged your lowercase letters. You circled the letters that need to be improved. You will practise more of those letters today.



Take out the lowercase letters you wrote on Day 11.

Module 6B: Look and See

Be sure the student is listening for vowel sounds, not counting the number of vowels in a word.

Assist the student with locating the Suggested Responses and checking the completed work.

If the student does not need to improve any of the letters, proceed to the next activity.

Check the student's letters and words. Is each letter and join formed correctly? Reteach any letters that still require improvement.

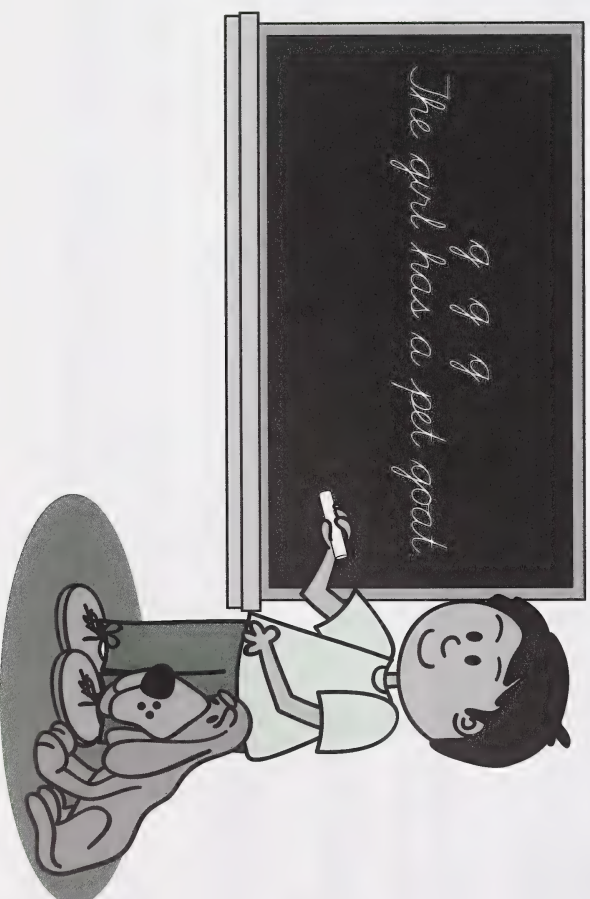
Look at the letters that you wrote in the Day 11 handwriting activity. Practise the next four letters that you need to improve.

Look at the alphabet chart to help you write these letters. Write a row of each letter that you need to practise.

Think of two words that begin with each letter that you practised. Make up a sentence that uses the two words. Write the sentence in handwriting.

For example, suppose you are practising the letter g. Two words that begin with g are goat and girl. You could write the sentence "The girl has a pet goat."

Do the same thing for the four letters you need to practise.





Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Traditions and Customs

On Day 11 you learned that the daily life of children in other parts of the world might be quite different from your daily life. The traditions and customs of children in other countries may also be different from yours.

Think about some of the customs and traditions in your family and in your community. What kinds of holidays do children in your community celebrate? What kinds of things do children do to celebrate? Do some children paint eggs at Easter? Do some children get new clothes for Eid up-Fitr (Eid)? Do some children light candles for Hannukah? Do some children put up lights for Diwali or Christmas?



Traditions are beliefs, customs, or ways of acting that people have continued to do for a long time. Traditions are passed down from parents to children or from older community members to the younger people.

Use the questions to discuss the various traditions your family follows.

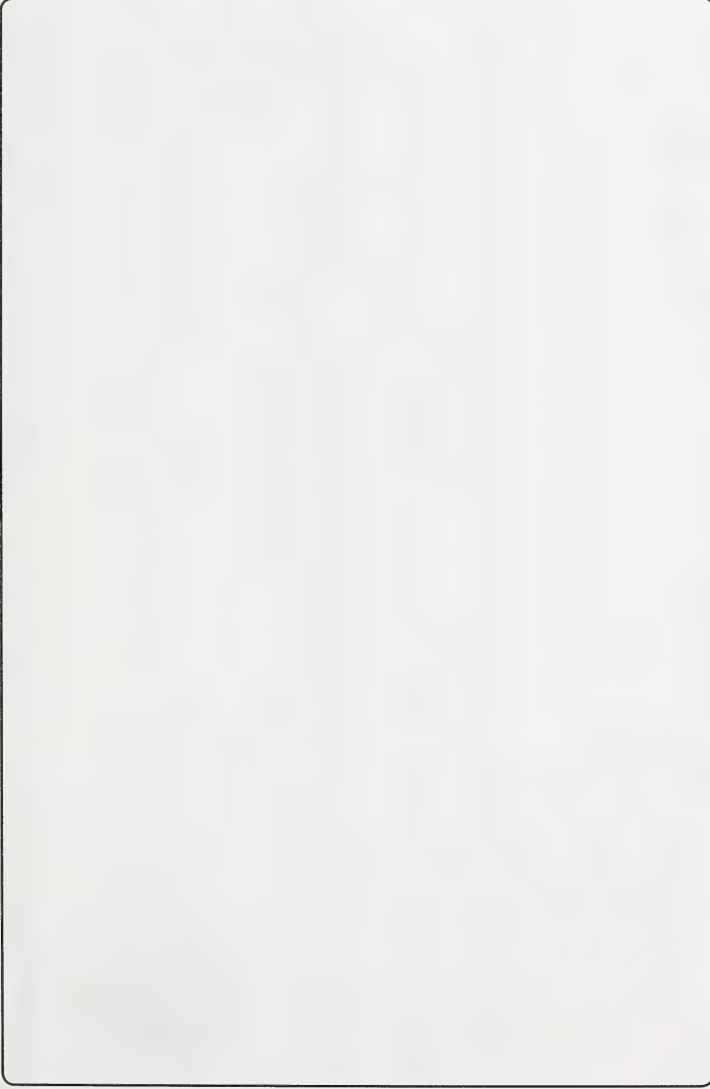
- Think about some of the traditions and customs your family keeps.
- What holidays do you celebrate?
 - What kind of special activities do you do on these holidays?

- What are the beliefs of your family?
- Does your family have traditional foods that are cooked on special occasions?
- Does anyone in your family know special dances, songs, or stories that were passed on from older family members?
- Is a special type of music or instrument used in your family traditions?
- Is special clothing worn for holidays or traditional dances?



12. Pick two of the traditions your family follows. Draw a picture of each tradition. On the lines below each picture, explain what is happening.





Think about some of the traditions and customs that other people in your community have.

13. Tell about at least five traditions that you have noticed in your community.

Turn to the Suggested Responses on page 104 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

Customs and Traditions in Cambodia



Take out *Super Senses!*

Think about the things that you learned about Cambodia in the story “Silent Lotus.” What are some Cambodian traditions?

You know that people use materials that are close by.

- In Ontario, in the last century, the Ojibway used birchbark to build canoes and cover longhouses.
- In Morocco, rocks are used to build fences and buildings.
- In Nunavut, the Inuit use soapstone to make carvings, animal skins to make kayaks and warm clothing, and snow to build shelters.
- In Iraq, beautiful pottery is created from clay to carry water, olive oil, and other liquids.



The materials that are close by often help to create some of the traditions of a group of people.

bamboo: a tree-like tropical grass with a stiff, hollow, woody stem that has hard, thick joints

thatch: straw or other bundled stems or leaves used as a roof covering

Look carefully at the illustrations in the story "Silent Lotus" to learn more about what Cambodian customs were like forty years ago.

Look at the picture of Lotus sitting in front of her home. Her home is made from **bamboo**, a large plant with a strong stem. Bamboo grows wild in many parts of Asia. The roof of the bamboo house is probably made from the branches of palm trees or other plants. This type of roof is called a **thatched** roof.

Find the answers to the following questions by rereading and looking carefully at the pictures in the story. Fill in the circle beside the best answer for each question.

14. What is Lotus's mother making?

- ☐ clothing
- ☐ pottery
- ☐ a basket
- ☐ food

15. What material are the baskets made from?

- ☐ stones from the fields
- ☐ tall grasses from the lakeside
- ☐ mud from the lake
- ☐ wood from the trees



16. What is Lotus playing with in the first picture?

- ☐ a basket
- ☐ a doll
- ☐ a rock
- ☐ a turtle

17. What type of clothing do Lotus and her father wear?

- ☐ a rectangular cloth called a **krama**
- ☐ a kimono
- ☐ a sealskin parka
- ☐ shirt and jeans

18. What kind of game are the children playing?

- ☐ a card game
- ☐ a game of tag
- ☐ a game with stones or marbles
- ☐ a string game

19. What type of clothing do the dancers wear?

- ☐ **sampots**, krama, and jewels
- ☐ kimonos
- ☐ pants and shirts
- ☐ parkas

krama: a rectangular piece of cloth made from cotton. It is worn tied around the waist or draped over the shoulder.

sampot: a type of skirt, often made of silk with colourful patterns and gold threads woven through it.

20. Look closely at the king and queen's clothing. Describe what you see.

21. Look closely at the band that plays the music for the dancers. What instruments are being played?

If the student does not recall these details from the story, ask that he or she read or scan the story again and look for the specific information.

If your student is interested in learning more about Cambodia, encourage him or her to check for information on the Internet, in an encyclopedia, or in non-fiction books. See the Additional Resources list in the Home Instructor's Guide for some possible sources of information.

When you read the story, you learned other things about Cambodian customs. Reread parts of the story to answer these questions.

Lotus, her father, and her mother went to a temple in the city. Most Cambodians are Buddhist.



22. They gave a basket of _____ and _____ at the temple.

23. The dances told stories about _____ and _____.

24. When Lotus finally danced for the king again, how was she dressed?

Turn to the Suggested Responses on pages 104 to 106, and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

How are the customs and traditions in Cambodia forty years ago different from some Canadian traditions?

If you were comparing traditional Cambodian clothing to traditional Inuit clothing, you might write the following:

The Inuit wore warm clothing made from animal skins. The Inuit needed warm clothing because the climate is very cold most of the year. The Cambodian men and children just wore a cloth wrapped around their waist. The women wore a shirt and skirt. They needed light clothing because the climate is warm.



In your Assignment Booklet, you will tell about some ways the Cambodian traditions shown in the book may be different from your traditions.



Take out Assignment Booklet 6B. Do Assignment 6: Comparing Traditions.

Story Time

Enjoy a story with your home instructor. Are the customs of the characters in your story different from your customs?

Looking Back

If you had a chance to meet Lotus and her family, what questions would you ask about their traditions?



Journal Entry

The student may respond to the question or write about any topic that relates to the day's lessons.

Glossary

bamboo: a tree-like tropical grass with a stiff, hollow, woody stem that has hard, thick joints

krama: a rectangular piece of cloth made from cotton
It is worn tied around the waist or draped over the shoulder.

sampot: a type of skirt, often made of silk with colourful patterns and gold threads woven through it

thatch: straw or other bundled stems or leaves used as a roof covering

Module 6B: Look and See

Suggested Responses

1. Thailand, Laos, Vietnam
2. Pacific Ocean
3. Cambodia is south of China.
4. Because she could not hear, Lotus did not learn to speak.
5. Lotus liked to weave baskets, swim with the turtles, and walk among the birds.
6. The other children wouldn't play with her.
7. She was good at imitating the movements of people and animals. She was a good dancer.
8. Lotus could feel the vibrations from the music.
9. Lotus was good at imitating the dancers because she had watched the birds and imitated them.
10. She became famous because she was a very good dancer.

11. south|ern crown|ing sun|flower|er foun|tain
 cow|boy house|hold round|est book|case
 bed|spread weight|ed naught|ly haunt|ing
 point|ed cloud|ly up|town bounc|ing

Phonics

Page 144

1. stew 1 chew 2
 few 1 crew 1
 jewelry 3 threw 1
2. pointer 2 voice 1
 broil 1 join 1
 oilcan 2 spoiling 2
3. boy 1 enjoy 2
 annoy 2 Troy 1
 royal 2 toy 1
4. mouse 1 shouted 2
 bounce 1 cloudy 2
 outside 2 house 1
5. crown 1 now 1
 uptown 2 brown 1
 frowns 1 flowerpot 3

12. You should have illustrated and explained two traditions your family follows. These traditions may deal with holidays that are celebrated and the traditions that go with the holidays; family beliefs; traditional foods; traditional dances, songs, or stories; special music or instruments; or traditional clothing.

13. You should have written about the traditions you have noticed in your community. Some examples you may have included are fireworks on Canada Day, a parade during the local fair, an annual Terry Fox Run for cancer research, and Remembrance Day ceremonies. These are only a few Canadian community traditions. You may have also included the customs of any ethnic groups in your community. Some examples might be Chinese New Year celebrations, traditional Ukrainian Easter egg painting, and First Nations Powwow Days.

14. What is Lotus's mother making?

- ☐ clothing
- ☐ pottery
- ☒ a basket
- ☐ food

15. What material are the baskets made from?

- ☐ stones from the fields
- ☒ tall grasses from the lakeside
- ☐ mud from the lake
- ☐ wood from the trees

16. What is Lotus playing with in the first picture?

- ☐ a basket
- ☐ a doll
- ☐ a rock
- ☒ a turtle

17. What type of clothing do Lotus and her father wear?

- ☒ a rectangular cloth called a krama
- ☐ a kimono
- ☐ a sealskin parka
- ☐ shirt and jeans

18. What kind of game are the children playing?

- ☐ a card game
- ☐ a game of tag
- ☒ a game with stones or marbles
- ☐ a string game

19. What type of clothing do the dancers wear?

- ☒ sampots, krama, and jewels
- ☐ kimonos
- ☐ pants and shirts
- ☐ parkas

20. The king wears a krama and a conical hat. He wears jewels on his neck, waist, arms, and legs. The queen wears jewellery, a crown, and a shirt. She probably has on a sampot as well.
21. There are two string instruments. One looks like a harp. The other is played like a cello but is a different shape. There is also a drum, a percussion instrument that is clapped together, and a flute.
22. They gave a basket of wild rice and lotus flowers at the temple.
23. The dances told stories about gods and kings.
24. Lotus was dressed in bright silks. In her hair were gold and jasmine flowers; and precious stones and pearls were on her neck, arms, wrists, and ankles.

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Have you ever gone on a trip or a visit and written about it afterward? You will read about an author who visited a unique school and then wrote about the visit.

You will learn more about the ways that hearing-impaired children communicate. You will also find out more about devices that make sounds louder.



deaf: not able to hear

hearing impaired: not able to hear well or not able to hear at all

sign language: a system of communication using gestures or hand movements, as opposed to spoken language, especially the highly developed system of hand signs used by people who are hearing impaired

The student will discuss what he or she knows about deafness.

Getting Started

You thought about what it would be like to live in a silent world. You also read about a girl who became a famous dancer, even though she couldn't hear or speak.

Why are some people **deaf** or **hearing impaired**? Tell your home instructor what you know. What might a deaf person do differently from a hearing person to communicate with others?

Some people are born without a sense of hearing. Other people have illnesses that damage their hearing. Sometimes loss of hearing is caused by an accident.

Hearing children learn to speak by imitating their parents. If you cannot hear the sounds and words, then it would be a challenge to make them with your own voice. Children who have been deaf from birth use different methods to learn to communicate.



Deaf children learn to communicate by imitating signing, which is a kind of language too. **Sign language** lets people communicate with their hands, fingers, and facial expressions. People who can hear can learn sign language too.

Many hearing-impaired people are also good at “reading lips.” They watch as people speak and figure out the words they are saying from the way people move their lips.

“Speaking with Signs”



Take out *Super Senses!*

Turn to the Contents pages. Find “Speaking with Signs.”

1. This selection is **a photo essay** **a short story** **a recount**.

A **recount** tells about an author’s experience. It gives an account of something that has happened. A recount may tell about a trip, a visit, or daily activities.

Lynn Bryan, the author of the selection, visited a school.

Turn to page 29. Read the page to find out more about her visit.

2. Lynn Bryan visited the _____.
3. The children in the photograph are speaking in _____.

recount: tell; give an account of something

4. What does ASL stand for?

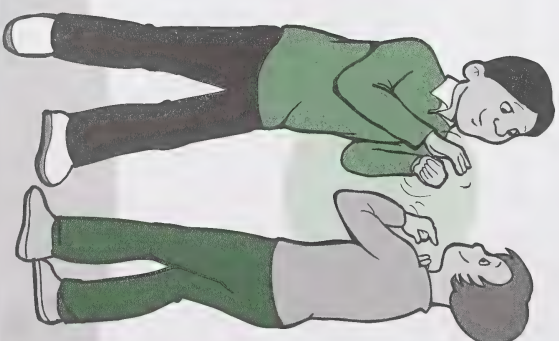
Do you remember how Lotus learned her name when her mother showed her a lotus blossom and then made the shape of a lotus blossom with her hands? American Sign Language works much the same way.

American Sign Language has signs for whole words. There is also a sign for each letter of the alphabet so that words can be spelled.

The box on the bottom right side of page 29 in *Super Senses!* shows you how to say "Welcome to our school" in American Sign Language. Try making the signs with your hands. Show your home instructor. Tell your home instructor what the signs mean.

Turn to page 30. Read to find out how sign language is used in a classroom at the Alberta School for the Deaf.

5. Lynn says that the classroom was just like any other classroom with one difference. What was that difference?



The student will practise some words in sign language to show you.

6. How are the telephone and TV set at the Alberta School for the Deaf different from yours?



Look at the illustration that shows the sign for “thank you.” Practise it. Use it to thank a family member or friend some time today.

Turn to the Suggested Responses on page 126 and ask your home instructor to help you check your work.

Recount an Experience

Now it's your turn to write about an experience you have had. Think about a time that you visited an interesting place, went on a trip, or had an exciting day.

Assist the student with locating the Suggested Responses and checking the completed work.

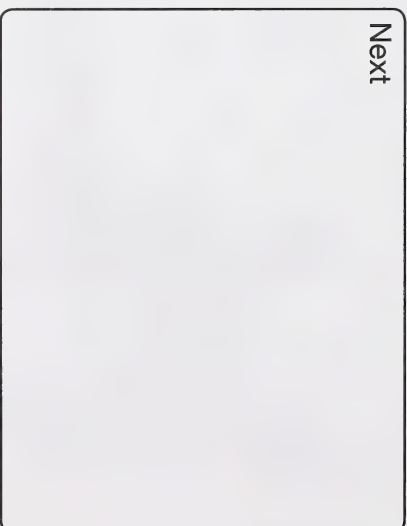
When you write about something that happened, you need to think about the correct order of the events. You need to tell what happened first, what happened next, and what happened last.

Use the boxes below to help you plan your recount.

First



Next



Last

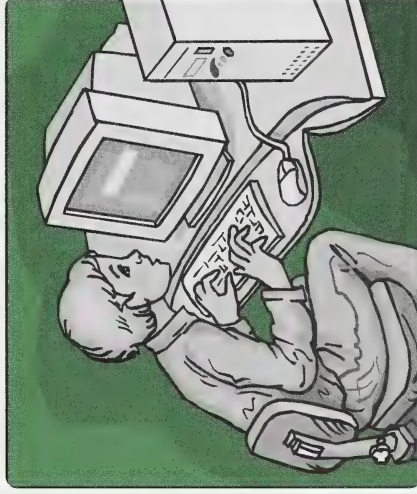


Now you will use the ideas in the boxes to recount what happened.



Take out a sheet of lined paper.

Write about your experience on the lined paper or use a computer with a word-processing program. Use the ideas in the boxes to help you. Remember, when you write paragraphs or stories, you should try to use some long sentences and some short sentences. Sometimes you may want to create longer sentences by joining two **related** or connected ideas. The words **and**, **but**, and **or** are used to join ideas to make longer sentences. Try to use these words to join some short sentences.



related: connected in any way



When you are finished, put the paper in your Writing Folder or save your recount on the computer. You will edit it and rewrite it on Day 16.

Spelling

You can use the words you know to spell many other words.

7. Look at the spelling words below. Can you think of and spell at least two more words that rhyme with each one and have the same ending letters?

loud

sound

about

brown

boy

grew

Phonics

Are you getting better at reading and spelling vowel pairs, vowel digraphs, and vowel diphthongs?

8. Make a word by using one of the vowel pairs to fill in the missing sound.

ee ai ie oa

r____n f____t c____t p____s

9. Make a word by using one of the digraphs to fill in the missing sound.

ei oo ea

w____ther w____ght c____l

10. Make a word by using one of the diphthongs to fill in the missing sound.

oy oi ou ow ew

st____ c____ns r____al s____nd c____



Coins is a hard word to spell,
but I know how to spell it now.

You may wish to assign page 144 if your student needs additional practice reading and spelling vowel digraphs and diphthongs.

Assist the student with locating the Suggested Responses and checking the completed work.

If the student does not need to improve any of the letters, proceed to the next activity.



Go to your Phonics book for more practice reading and spelling words with vowel digraphs and diphthongs. Do page 145.

Turn to the Suggested Responses on pages 126 and 127, and ask your home instructor to help you check your work.

Handwriting

On Day 11 you judged your lowercase letters. You circled the letters that need to be improved. You will finish practising those letters today.



Take out the lowercase letters you wrote on Day 11.

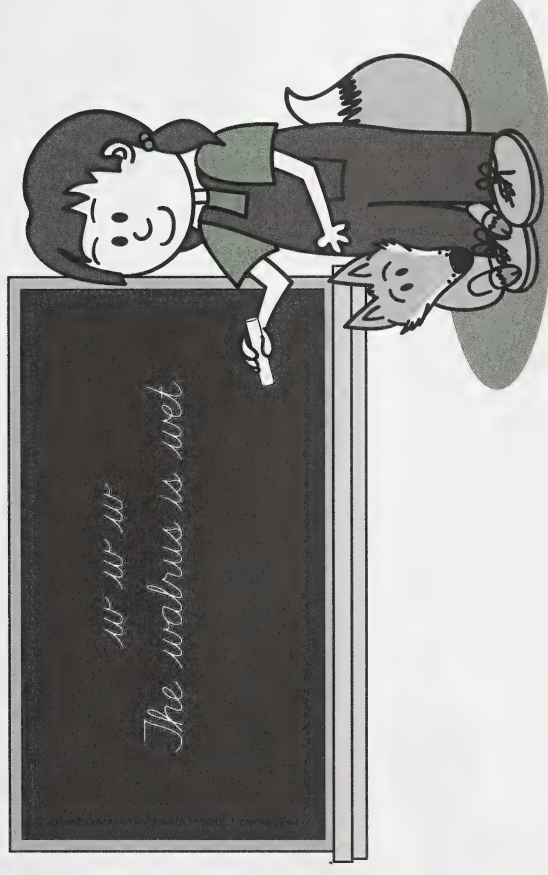
Look at the letters that you wrote in the Day 11 handwriting activity. Practise the rest of the letters that you need to improve.

Look at the alphabet chart to help you write these letters. Write a row of each letter that you need to practise.

Think of two words that begin with each letter that you practised. Make up a sentence that uses the two words. Write the sentence in handwriting.

For example, suppose you are practising the letter *w*. Two words that begin with *w* are *wet* and *walrus*. You could write the sentence "The walrus is wet."

Do the same thing for the four letters you need to practise.



Go to Grade Three Mathematics.

There are many good fiction books that deal with the subject of deafness. Your student may enjoy *Dad and Me in the Morning*, *Words in Our Hands*, *Moses Goes to School*, *Handtalk Zoo*, or *I Have a Sister, My Sister Is Deaf*.

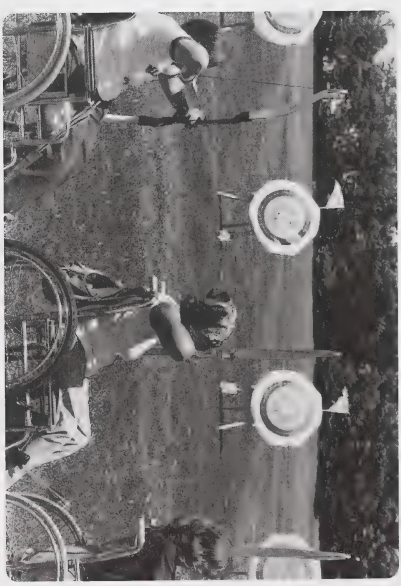
text: written material

closed captions: words printed at the bottom of the screen to tell the words being said during a movie or television show

amplify: to make louder



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Making Sounds Louder

Earlier today you learned about some devices that help people who are deaf communicate. You learned that **text** messages can be sent over the telephone. You learned that **closed captions** or sign language interpreters may be used to help people with hearing impairment watch television.

There are also devices that can **amplify** sounds, or make them louder. These devices help people who can hear only some sounds. They make sounds louder.



11. Can you name some devices that make sounds louder?

Long ago, people who had difficulty hearing used an ear trumpet to help them hear. An ear trumpet is a big cone. The cone collects the sound waves and directs them to the ear so that they sound louder. Now people use tiny hearing aids instead.

Make and Test an Ear Trumpet



Take out a sheet of thin poster board and some tape or glue.



Follow the steps to create your own ear trumpet.

- Roll the paper into a large cone shape. One end should be wide and the other end should be just big enough to fit into your ear.
- Tape or glue the poster board into the cone shape. You can decorate it with stickers or coloured shapes if you like.

Warn the student that he or she should never shout at anyone through an ear trumpet because that could damage the person's eardrum.

Assist the student with locating the Suggested Responses and checking the completed work.

stethoscope: an instrument used by doctors and nurses to listen to sounds in a patient's lungs, heart, etc.

Test your ear trumpet.

- Ask a friend to hold something that makes a quiet sound. You could try a ticking clock, a watch, or a portable radio with the volume turned down. Your friend should stand far enough away that you can't hear the sound.

- Put the ear trumpet to your ear.

12. Can you hear the sound with the ear trumpet? _____

13. How could you change your cone to make it even better at amplifying sounds?

Some sound-amplifying devices help you hear sounds that are too quiet to be heard with your ears alone.

Turn to the Suggested Responses on page 128 and ask your home instructor to help you check your work.

Make and Test a Stethoscope

Has a doctor ever listened to your heart or lungs with a **stethoscope**? A stethoscope picks up the sound waves from inside your body and leads them directly to the doctor's ears.

You can make a simple stethoscope by following the instructions on the next page.





You will need two small, plastic funnels and a piece of plastic tubing that is about 50 cm long.

- Use a piece of plastic tubing that fits neatly over the ends of the funnels.
- Attach a funnel to each end of the tubing.
- Stand beside your friend. Can you hear his or her heart beating?
- Ask a friend to hold the funnel against his or her chest, near the upper left side.
- Put the other funnel against your ear and listen carefully.

14. Can you hear your friend's heart beating now? _____

15. How could you change your stethoscope to make it even better? _____

You have made two devices that help you hear sound waves more clearly. Sometimes you need to make the sound itself louder so it can be heard. Can you think of a way to make sounds louder?

Turn to the Suggested Responses on page 128 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

megaphone: a large horn used to make the voice sound louder

Make and Test a Megaphone

Making the sound waves louder can help you hear them better. Electronic devices like microphones and speakers amplify sounds.

A **megaphone** can also help to make sounds louder by directing the sound waves in the direction that you want them to go. The megaphone forces the sound waves to go in one direction, rather than spreading out in all directions. A megaphone is just like an ear trumpet, except you speak into the narrow end.

- Use your ear trumpet to make a megaphone. Cut the narrow end so that it is a bit larger.
 - Test your megaphone. Ask a friend to stand far enough away from you that he or she can't hear you speaking in a normal voice.
 - Now speak into your megaphone using the same normal voice.
16. Can your friend hear you speaking now?
- _____



Sound-amplifying devices help people who have a hearing impairment. They are also useful for amplifying voices so that people can hear sounds over a larger area.

17. Can you name some jobs where sound-amplifying devices are often used?

Turn to the Suggested Responses on page 128 and ask your home instructor to help you check your work.

Story Time

Enjoy a story with your home instructor. Can you hear the story clearly? Would you like to share stories in sign language?



Assist the student with locating the Suggested Responses and checking the completed work.

There are several good novels about children with hearing impairments. You may want to read *The Secret in the Dorm Attic*, *One TV Blasting and a Pig Outdoors*, *Going with the Flow*, or *Lisa and Her Soundless World*.

Looking Back

Did you learn anything new today? How did your sound-amplifying devices work out? Have you ever used a sound-amplifying device to help you?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

amplify: to make louder

closed captions: words printed at the bottom of the screen to tell the words being said during a movie or television show
Sometimes, instead of closed captions, there is a video running at the bottom of the screen with a person signing what is being said.

deaf: not able to hear

hearing impaired: not able to hear well or not able to hear at all

megaphone: a large horn used to make the voice sound louder

recount: tell; give an account of something

related: connected in any way

sign language: a system of communication using gestures or hand movements, as opposed to spoken language, especially the highly developed system of hand signs used by people who are hearing impaired

stethoscope: an instrument used by doctors and nurses to listen to sounds in a patient's lungs, heart, etc.

text: written material

Suggested Responses

1. This selection is a recount.
2. Lynn Bryan visited the Alberta School for the Deaf.
3. The children in the photograph are speaking in sign language.
4. American Sign Language
5. People were speaking with signs.
6. When there is an incoming call, a light flashes instead of the phone ringing. The telephone has a keyboard, screen, and printer. When you use your phone, you probably talk and listen rather than type and read. The TV set has a decoder that reveals closed captions.
7. **loud:** proud, cloud, about, aloud
sound: around, round, bound, mound, found, ground, hound, pound, wound
about: gout, lout, pout, rout, shout, sprout, tout
brown: down, clown, frown, gown, crown, town
boy: coy, ahoy, joy, annoy, Roy, Troy, soy, toy
grew: new, drew, flew, hew, pew, renew, stew, threw
8. rain, feet, coat, pies
9. weather, weight, cool

10. stew or stow, coins, royal, sound, cow or coy

Page 145

Phonics

trout

1. about
2. cloud
3. shout
4. owl

2
1
1
1

chinook

13. cookies
14. woodpecker

2
3

prawn

15. autumn
16. crawl

2
1

crayfish

5. bay
6. eight
7. neighborly
8. paint
9. sailor

1
1
3
1
2

hammerhead

17. bread
18. instead

1
2

eel

10. beaver
11. feel
12. greeting

2
1
2

oyster

19. boy
20. join

1
1

bluefish

21. jewelry
22. pool
23. stew

3
1
1

11. You may have listed any three amplifying devices, including microphones, loud speakers, megaphones, hearing aids, ear trumpets, stethoscopes, or speakers.
12. You should be able to hear the sound more clearly with the ear trumpet.
13. You may have suggested making the large part of the cone even larger or making the ear trumpet from a different material.
14. You should be able to hear the sound of your friend's heart more clearly with the stethoscope.
15. You may have suggested using larger funnels or tubing of a different material, or you might shorten the tubing.
16. Your friend should be able to hear your voice more clearly when you use the megaphone.
17. Singers, musicians, and announcers often use sound-amplifying devices.

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Day 16

Signs and Soundproofing

Do you think you could communicate using signs? You will have some fun learning a few words in American Sign Language.

On Day 15 you looked at how sounds can be made louder. Today you will see how sounds can be made quieter.



Getting Started

On Day 15 you learned that hearing-impaired people learn to communicate using a special kind of sign language. You found out how special devices help people who are hearing-impaired communicate over long distances and with people who don't know American Sign Language.

1. The short way to write American Sign Language is _____.
2. American Sign Language is _____.

Turn to the Suggested Responses on page 143 and ask your home instructor to help you check your work.

More About Sign Language

Sign language is useful. It is often used by people who have difficulty speaking, to communicate with babies, and among people who don't speak the same language. Some animals have also learned some sign language!

Would you like to learn some signs?










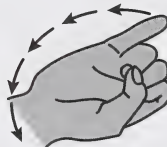
















Sign language can be used to spell words. The signs on the next page stand for the letters of the alphabet. Did you learn any of these signs when you learned the alphabet in grade one?



stop

Assist the student with locating the Suggested Responses and checking the completed work.

For animated examples of these signs, visit the American Sign Language website mentioned in the Home Instructor's Guide. You may also find other sites by searching for *American Sign Language*.

 A	 B	 C	 D	 E	 F	 G
 H	 I	 J	 K	 L	 M	 N
 O	 P	 Q	 R	 S	 T	 U
 V	 W	 X	 Y	 Z		

Make each of the signs. Try spelling your name in sign language. Try spelling some other words too.

Many signs stand for a whole word.

come	Point both index fingers toward each other and rotate them around each other while moving them toward the body.
yes	The closed fist moves up and down in front of the body.
cat	The thumbs and index fingers of both hands stroke an imaginary pair of whiskers on either side of the face.
telephone	Position the 'Y' hand at the right of the face so that the thumb is near the ear and the little finger is near the mouth.
talk (tell, say)	The right index finger, pointing left, makes small circles in front to the mouth.
hi (hello)	The open right hand waves back and forth several times.
dog	The right hand pats the right knee and then the fingers are snapped.
drink	Move the right 'C' hand in a short arc toward the mouth.

Practise each sign. Communicate with someone today using one of these signs.



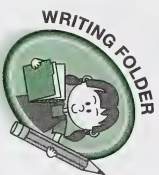
You can learn more signs by visiting Internet sites that teach ASL.
Your home instructor can help you find the sites.

Your student can have some fun figuring out words spelled in sign language by visiting the ASL Fingerspelling Quiz on the Internet. See the Home Instructor's Guide for the website address.

See the Home Instructor's Guide for some website addresses.

Edit and Rewrite

On Day 15 you recounted a visit, trip, or experience you had. Today you will edit your work and rewrite it in your Assignment Booklet.



Take out the work you did on Day 15.



Read what you wrote. Think about the following questions:

- Did you miss any important events?
- Is the information in the correct order?
- Do your words give the reader a clear picture of your experience?
- Did you use some long sentences and some short sentences?
- Are your sentences complete?
- Did you use capital letters and punctuation in the correct places?
- Are the words spelled correctly?

Add any information that you missed. Change events or words that don't give the reader a clear picture of the experience. Fix words that are spelled incorrectly.

Your teacher will be checking to be sure that the events are in order and that you used correct spelling and punctuation. Your teacher will also look closely at the sentences you used.

Rewrite your work in the Assignment Booklet.

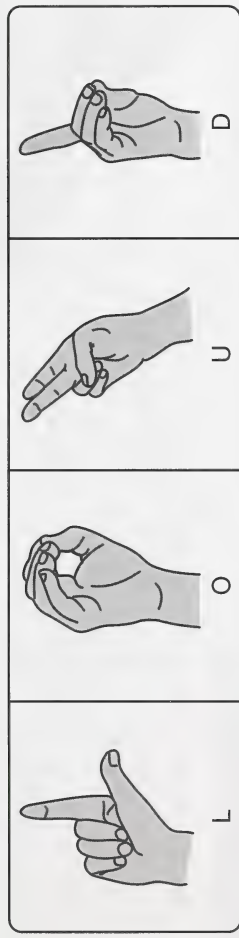


Go to Assignment Booklet 6B. Do Assignment 7: Recounting an Experience.

Spelling

How good are you at fingerspelling using ASL? Today you can try spelling your words by doing the signs for each letter.

To spell the word loud, you would make the following signs:



Use the alphabet signs from the first part of today's lesson to fingerspell each of your spelling words. The words are

sound around about brown boy grew coins

You can practise spelling your challenge words too.

Practise several times and then show your home instructor each word.

Module 6B: Look and See

The student will practise spelling each word in sign language and then show you each one.

Phonics

You are nearly finished Unit 5 in your Phonics book. Today you will make a booklet and read it to your home instructor. Remember what you have learned about vowel sounds.



Go to page 147 in your Phonics book.

Carefully remove the page from your book. Cut the page on the lines and fold it to form a booklet. Read the booklet to your home instructor. What did you learn about octopuses?



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Observe the student as he or she reads. Is the student applying what was learned about vowel pairs, vowel digraphs, and vowel diphthongs? Does the student try alternative sounds if the word doesn't make sense? Does the student use context? Can the student break words into syllables or separate base words and suffixes?

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Shh!

Amplifying sounds can be useful in many ways, but why would anyone want to make sounds quieter? What kind of sounds would you want to make quieter? Tell your home instructor what you think.

You learned that workers wear earplugs or protectors over their ears to protect their hearing in noisy areas. Earplugs and ear protectors are made from materials that prevent the sound waves from reaching the ear. Other things are also used to help prevent annoying or harmful noise from reaching people's ears.



Sometimes builders **soundproof** rooms and buildings to make them quieter. When you soundproof an area, you try to stop the sound waves from passing through the walls into the room.

3. Can you think of some places where soundproofing would be useful?

soundproof: prevent sounds from passing through

Encourage the student to discuss instances when sound may be annoying, harmful, or unwanted.

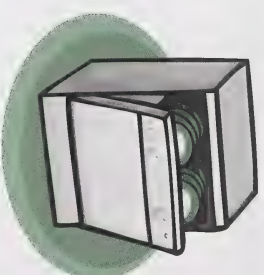
insulation: material that keeps heat, cold, or sound in or out

molecule: the smallest particle into which a substance can be divided without chemical change

conductor: anything that transmits heat, sound, or electricity

Things like dishwashers, vehicles, and refrigerators may be built with materials that make them quieter. Have you ever tried to listen to the radio while standing beside a noisy dishwasher?

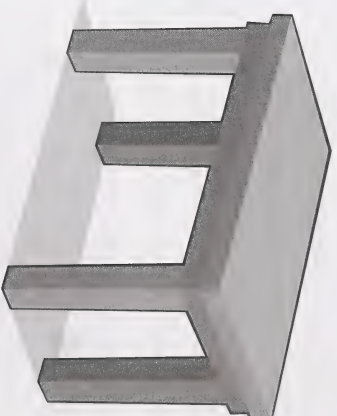
In grade two you learned how some materials can be used for **insulation**. Some materials keep heat or cold from travelling through them. Insulating materials can also prevent sound from travelling through them.



Today you will test some materials and design a soundproofing device.

Soundproofing

Earlier in this module you found out that sound travels through solids. You could hear a coin being tapped on the table more clearly through the table than through the air. Sound travels best through materials with tightly packed **molecules**. Solids that allow sounds to travel clearly are called good **conductors** of sound.



4. Circle the solids that are the best conductors of sound.

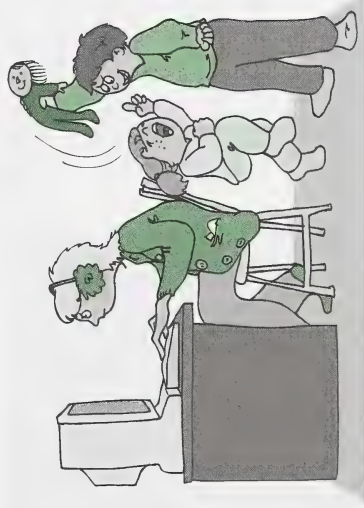
rubber metal wood plastic foam

When you did the test with the string and the objects, you found out that some solids are poor conductors of sound. Solids that have large air spaces in them do not conduct sound well. The molecules are not tightly packed in these materials.

5. Circle the solids that you think will be poor conductors of sound.

rubber metal plastic sponge rubber cotton balls
 paper wood wire cardboard bubble wrap

Materials that are poor conductors of sound can be used to soundproof objects or areas. Which materials do you think would be good at soundproofing a container?



Follow the instructions to test the materials.



You will need two small plastic containers with lids, tape or string, and several coins.

Film canisters, yogurt containers, or pill bottles work well as containers.

volume: loudness of sound

Gather as many of the materials from question 5 as you can find. Look for things such as sponge rubber, cotton balls, rubber bands, newspaper, plastic bags, bubble wrap, wire, and cardboard.

- Put the same number of coins into each of the two plastic containers. Don't fill the container more than half full.
- Test one of the materials you have gathered. Wrap the material around one of the plastic containers. You may need to use tape, wire, or string to hold it in place. Another way you can do this is to put the material you want to test into a plastic sandwich bag or a small box. Put your plastic container with coins in the middle so that it is surrounded by the insulating material.

- Hold the soundproofed container in one hand and shake it. Hold the other container in the other hand and shake it to compare the **volume** or loudness. Is the wrapped container much quieter than the unwrapped container? If it is much quieter, then that material works well for soundproofing.

- Write your results on the table on the next page.

- Test at least four different materials. Remember, to make it a fair test, you should try to use about the same amount of each material you are testing.



6. Complete the table to show your test results.

Material Tested	Did It Work Well for Soundproofing?

7. Which material was the best for soundproofing the container?

You will design a soundproofing device and test it in the next assignment.

Turn to the Suggested Responses on pages 143 and 144, and ask your home instructor to help you check your work.



Go to Assignment Booklet 6B. Do Assignment 8: Soundproofing.

Assist the student with locating the Suggested Responses and checking the completed work.

Your student may enjoy the book *Koko's Story*, a recount of the work of a scientist who taught Koko, a gorilla, some American Sign Language. The gorilla learned to communicate and even to tell simple jokes in sign language.

The student may respond to the questions or write about any topic that relates to the day's lessons.

Story Time

Enjoy a story with your home instructor.

Looking Back

Did you enjoy learning about sign language? If you had to make up a sign for "I like you," how would you do it?



How did your soundproofing device work out? What would you do differently next time?

Journal Entry

Glossary

conductor: anything that transmits heat, sound, or electricity

insulation: material that keeps heat, cold, or sound in or out

molecule: the smallest particle into which a substance can be divided without chemical change

soundproof: prevent sounds from passing through

volume: loudness of sound

Suggested Responses

1. The short way to write American Sign Language is ASL.
2. American Sign Language is a set of hand and finger gestures and facial expressions that people can use to communicate words, ideas, and letters.
3. Soundproofing is used in homes, hotels, recording studios, and offices. It is also used in vehicles, appliances, and industrial machines. Ear protectors and earplugs are made from soundproof materials.
4. You should have circled metal and wood. Some types of plastic also conduct sounds.

5. Poor conductors include rubber, sponge rubber, cotton balls, paper, and bubble wrap.

6. You should have shown the results of the tests. Answers will vary depending upon the materials that you used. Following is a sample chart.

Material Tested	Did It Work Well for Soundproofing?
cardboard	no
cotton balls	yes
sponge rubber	yes
bubble wrap	yes
plastic	no

7. You probably discovered that sponge rubber, cotton balls, and/or bubble wrap are the best materials for soundproofing. The answer will vary, depending upon the materials that you used.

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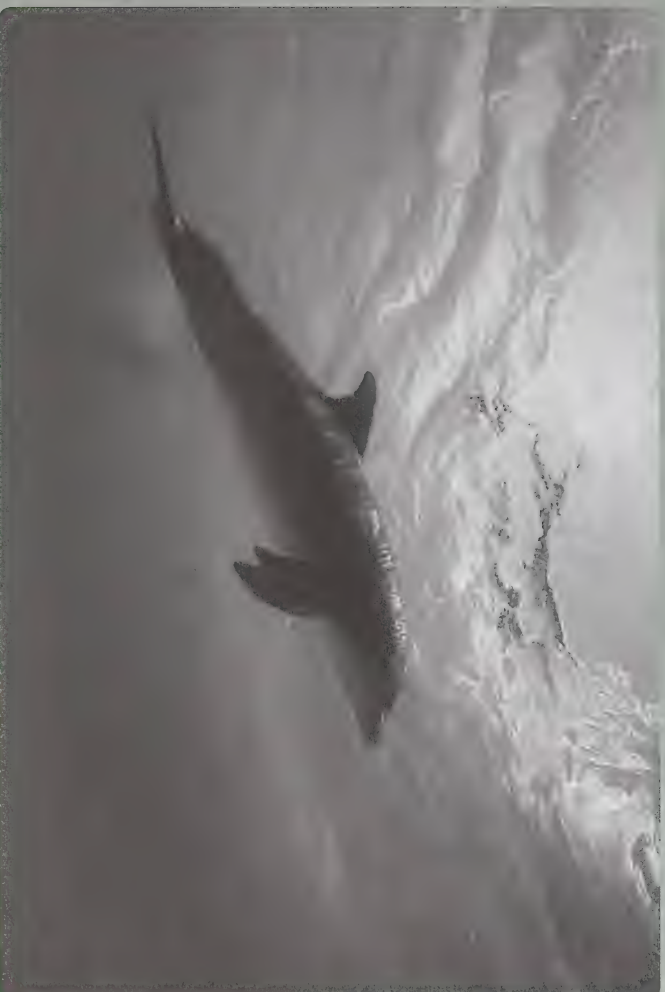
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Day 17

Write a Story

You have learned many things about writing stories, articles, and reports. Today you will use all the things you know to write a fiction story.

Why do dogs bark at things you can't hear? How can whales and dolphins hear under water? Look and see to find out more about animal hearing in today's activities!



Getting Started

You have learned many things about authors and how they create a fiction story.

You know that good authors

- make up an **interesting beginning** by introducing the main characters and the setting
- create an exciting story by **telling about a problem** that the main character must solve
- help the reader **create clear images** by using descriptive words, comparisons, and similes
- give **lots of details** about what happens
- make sure the events happen in the **correct order**
- use **humour** or other devices, such as sound effects, to make the story more fun or realistic
- create an ending where the **character most often solves the problem**



humour: a funny quality

Think about the fiction stories that you read in Module 6. You read “Morning on the Lake,” “Too Much Noise,” “Silent Lotus,” and “Dava’s Talent.” Which story did you like best?

Look back at the stories in *Super Senses!* if you need to. Reread them if you forget what happened in them. You will discuss your favourite story and character in the Assignment Booklet.



Go to Assignment Booklet 6B. Do Assignment 9: Favourites.

Your Turn to Write

Now it's your turn to write a fiction story. Try to include as many elements as you can from the list in *Getting Started*.

Do you remember reading a story called “Jonathan Heard a Sound”? You will also write a story about a sound. Read the story starters on the next page.



- Two friends were sitting at home one evening when they heard a strange sound . . .
- It was my first day at camp. I was just settling in when I heard a knock at the door . . .
- Deep in the forest, Lydia and Jess could hear the sound of strange music . . .
- Why was my dog barking and barking? When I went outside to investigate, I found . . .

Choose **one** of the story starters to begin your story.



Take out a sheet of lined or unlined paper.

Plan your story in your favourite way. Your plan could be a web, a chart, a triangle outline, or a story map. You will send your plan to the teacher along with the story.

Do you remember how Robert Munsch uses sound effects in his stories? Have you noticed other authors using words to tell about sounds?



Help the student choose one of the methods to plan the story. If the student forgets how to use these methods, review the planning methods from earlier modules.

Assist the student with locating the Suggested Responses and checking the completed work.

The student will write the story using a word-processing program. Using keyboarding skills to compose, revise, and print text is one of the required outcomes for English language arts. See the Home Instructor's Guide for additional comments.

1. Read the following sentences. Underline the words that tell about sounds.
 - Briiiing, briiiing, went my alarm clock!
 - The rock fell into the pond with a loud kerplunk.
 - The scream echoed down the canyon, "Eeeek!"
 - She splished and splashed through the puddles.
 - Meow, meow, meow cried the little kitten.
 - Creak, creeek went the rusty hinges on the old trap door.
 - She stomped into the kitchen. Stomp, stomp, stomp!

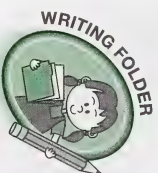
Adding sounds to a story can make the story more interesting for the reader.

Turn to the Suggested Responses on page 161 and ask your home instructor to help you check your work.



Use a word-processing program on the computer to write your story.
Save your story on a disk.

Since you are writing a story about a sound, you will want to add some sound effects or sound words. Use your plan to help you write.



Put your plan and the disk with your story in your Writing Folder. You will edit the story on Day 18.

Spelling

Today you will review the spelling words for the last time. On Day 18 you will write your final spelling test.

Look back to the spelling list from Day 11. Choose **one** of the activities below to help you practise your spelling words and challenge words.

- Put your spelling words and challenge words in alphabetical order.
- Write each word three times in handwriting.
- Write a sentence using each word. Write the sentence in handwriting.
- Write each spelling word. Write all vowel pairs, vowel digraphs, or vowel diphthongs in red.
- Cut out letters from newspapers or magazines to spell each word. Glue the letters on a sheet of paper.

Handwriting

You have spent the last few days judging and practising the lowercase letters. Today you will show your teacher how well you can write the letters.



Go to Assignment Booklet 6B. Do Assignment 10: Handwriting.

Module 6B: Look and See

When the student has chosen an activity and completed it, check for spelling accuracy. If the student is still having difficulty with a word, assign more practice activities.

If you feel that your student needs further practice with any of the letters, create a list and assign the letters that need to be improved.

Now that you know all of your letters, you may do some of your assignments in handwriting. Keep practising!



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes.

Animal Hearing

Have you ever noticed a dog listening to a dog whistle? Could you hear the whistle? Have you wondered how bats fly in the dark? Many animals have special adaptations that allow them to hear sounds that humans cannot hear.

You learned that scientists can measure the pitch of sound. Pitch is measured in hertz.

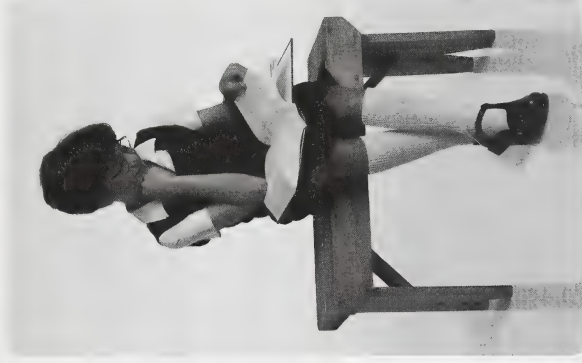
2. Hertz measure the number of vibrations in one

hour second minute

3. The short way of writing hertz is _____.

The smaller the number of hertz, the lower-pitched the sound is.

Humans can hear sounds from 20 hertz to 20 000 hertz.



4. 20 hertz is a

high-pitched sound medium-pitched sound

low-pitched sound

Dogs can hear sounds from 20 hertz to 40 000 hertz.

5. Dogs can hear

higher-pitched sounds than humans

lower-pitched sounds than humans



Different animals have different hearing ranges. Look at the approximate hearing ranges of the animals in the table below; then answer the questions on the next page.

Animal	Range of Hearing
dog	20 Hz to 40 000 Hz
bat	10 Hz to 120 000 Hz
robin	250 Hz to 21 000 Hz
grasshopper	100 Hz to 15 000 Hz
dolphin	110 Hz to 130 000 Hz

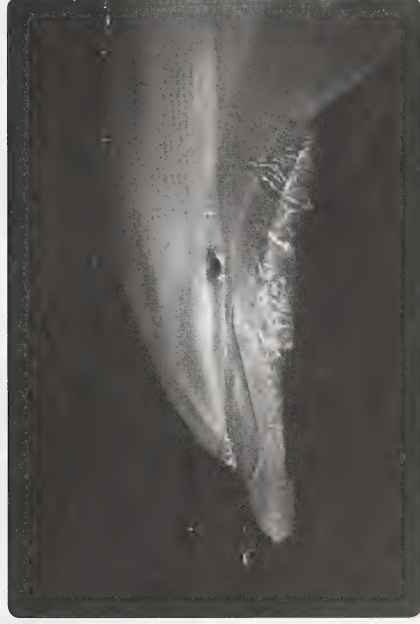


6. A _____ can hear the highest-pitched sounds.
7. A _____ can hear the lowest-pitched sounds.
8. Which animal can hear lower-pitched sounds than humans?

9. Which animals can hear higher-pitched sounds than humans?

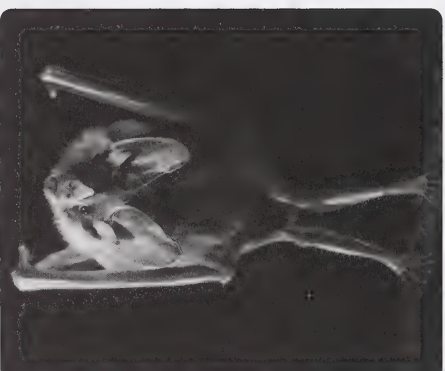
The ability to hear a wide range of sounds helps animals survive. Dogs can hear sounds that humans can't hear. This helps to warn them of danger. People have kept dogs as pets for thousands of years because dogs can help warn people of danger.

Did you know that dolphins and whales can hear very well, even under the water? You found out that sound travels through liquids. Sound travels even better through water when the water molecules are pressed closer together. In the deep, salt water of the ocean, whales can hear calls from other whales that are up to 240 kilometres away!



When you read the table, did you notice that dolphins can hear very high-pitched sounds? Dolphins and whales use sounds to communicate. They also bounce the sound waves off underwater objects to locate them.

Bats can also hear a very wide range of sounds. Bats can find their way in the dark. They make very high-pitched sounds. These sounds bounce off nearby objects. The bats' large ears help them hear the echo of the sound. The bats can tell exactly how far away the object is when they hear the echo.



10. Write one fact about animal hearing that you didn't know before.

Turn to the Suggested Responses on pages 161 and 162, and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

Echoes

Echoes are sound waves that are **reflected** back from the surfaces of objects. Bats, dolphins, and whales use these reflected sound waves to help them find their way.

reflect: throw back light, heat, or sound

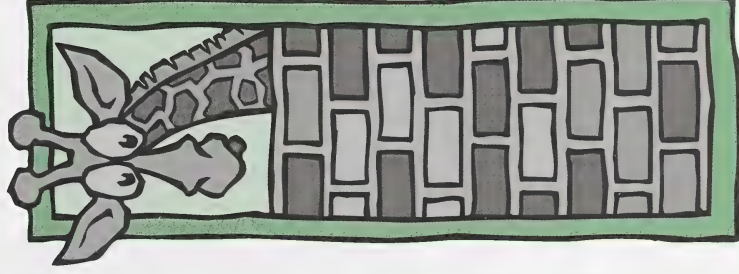
Try the following activities to see how sound waves reflect or bounce off surfaces.

Listen for the Echo

Could you find your way like a bat does? Find out by trying the following activity.

You will need to find a brick wall or other solid flat wall. You also need two small pieces of wood or two wooden blocks.

- Stand about 30 giant steps away from the wall. Close your eyes and concentrate. Clap the two pieces of wood together. Listen for the echo.
- Move back another 100 giant steps. Close your eyes again and clap the wood together. Listen for the echo. Can you tell the difference?



If you do not have a clock that ticks, any other small device that makes a sound can be used.

Reflecting Sound Waves



Take out two paper towel tubes or gift-wrap tubes or two pieces of poster board or construction paper. You will also need tape and a clock that ticks.

- If you are making tubes, roll the pieces of poster board or construction paper into two tubes of equal sizes. Use tape to hold the edges of the tube together.
- Ask a friend or your home instructor to hold one tube against the wall, as shown, and hold the alarm clock at the end of the tube.
- Place your tube against the wall, close to the other tube. Move the tube until you can hear the clock ticking the loudest.



11. Do sound waves bounce off objects? _____

How do you know? _____

12. Was the echo louder or quieter than the original sound? _____

Why? _____

You found out how animals use reflected sounds. People also use reflected sound waves. Devices such as fish finders, sonar, ultrasound, and radar all use reflected sound waves.



Turn to the Suggested Responses on page 163 and ask your home instructor to help you check your work.

Story Time

Find a comfortable place and enjoy a story with your home instructor.

Module 6B: Look and See

Assist the student with locating the Suggested Responses and checking the completed work.

Looking Back

How did your story turn out? Do you think that you are getting better at writing stories?

Did you enjoy learning about animal hearing? Would you like to find out more about how animals hear? Where do you think you could find out more about animal hearing?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

humour: a funny quality

reflect: throw back light, heat, or sound

Suggested Responses

1. Your sentences should look like this:
 - Briiiiing, briiiiing, went my alarm clock!
 - The rock fell into the pond with a loud kerplunk.
 - The scream echoed down the canyon, "Eeeeeek!"
 - She splished and splashed through the puddles.
 - Meow, meow, meow cried the little kitten.
 - Creak, creeeek went the rusty hinges on the old trap door.
 - She stomped into the kitchen. Stomp, stomp, stomp!
2. Hertz measure the number of vibrations in one second.
3. The short way of writing hertz is Hz.

4. 20 hertz is a low-pitched sound.
5. Dogs can hear higher-pitched sounds than humans.
6. A dolphin can hear the highest-pitched sound.
7. A bat can hear the lowest-pitched sound.
8. A bat can hear lower-pitched sounds than humans.
9. A dog, a bat, a robin, and a dolphin can hear higher-pitched sounds than humans.
10. Answers will vary. You may have written about any fact that was stated in the information. Some examples follow:
 - Hearing a wide range of sounds helps animals survive.
 - Dolphins and whales can hear very well under water.
 - Dolphins can hear very high-pitched sounds.
 - Dolphins and whales use sounds to communicate.
 - Bats can hear a wide range of sounds.
 - Bats can tell how far away an object is when sounds bounce off nearby objects.

11. Yes, sound waves bounce off objects. You know this because you hear echoes of the sound. Both experiments showed that sound waves bounce off solid objects.
12. The echo was quieter, because sound waves get weaker as they move away from the object that made the sound.

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Day 18

Sounds Everywhere

Sounds really are all around you. Do you think that you know more about sounds and hearing now than you did before?

You will review some of the things that you have discovered and read what two students have to say about sound. You will also edit your story. Are you ready to get started?



Getting Started

Today you will complete the science topic "Hearing and Sound." Think about some of the things you have learned.

1. Sound is produced when something _____.
2. Sound travels through _____, _____, and _____.
3. The pitch of a sound is measured in _____.
4. The loudness of a sound is measured in _____.

You learned that sounds can be pleasant or unpleasant.

5. List three pleasant sounds.



6. List three unpleasant sounds.



7. Why do people like some sounds but dislike others? Tell why some sounds are pleasant and some are unpleasant.

Assist the student with locating the Suggested Responses and checking the completed work.

Sounds Everywhere

Two students have their thoughts about sound **published** in the book *Super Senses!* You will read a poem and a report today.



Take out *Super Senses!*

publish: prepare, print, and sell a book, newspaper, map, piece of music, poem, article, etc.

Turn to the Contents pages. Find “The Sweet Song” and “Sounds Everywhere.”

8. “The Sweet Song” is a _____.

9. “Sounds Everywhere” is a _____.

Find these selections in the book.

Read “The Sweet Song.”

10. What sound does Pauline like?

Pauline wrote her poem using rhyming couplets. In rhyming couplets, the words at the end of each pair of lines rhyme.

Read the poem again.

11. Write the words that rhyme.

Lines 1 and 2 _____

Lines 3 and 4 _____

Lines 5 and 6 _____

Read "Sounds Everywhere."

Carmen tells about some of the sounds that she hears as she goes about her day.

12. Make a list of five sounds that she hears.

_____	_____
_____	_____
_____	_____

Assist the student with locating the Suggested Responses and checking the completed work.



Do you think the sounds that Carmen wrote about are pleasant sounds or unpleasant sounds?

Read the list of sounds below. Some are sounds that Carmen heard and some are other sounds.

Write pleasant behind each sound that you like. Write unpleasant behind each sound that you don't like.

- birds chirping _____ school bell _____
- children shouting _____ bags shuffling _____
- mother sweeping _____ alarm ringing _____
- music playing _____ motor running _____
- train whistling _____ baby crying _____

You may have considered all the sounds pleasant except an alarm ringing, a baby crying, and perhaps, the school bell ringing.

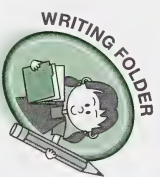
Did you notice that Carmen began and ended her paragraph with the same idea?
Do you think the first sentence in her report was a good topic sentence?

Why or why not?

Carmen's topic sentence tells the subject of her report. It is short and to the point. Restating the topic sentence is one way to conclude a piece of writing.

Revise and Edit

On Day 17 you used a story starter to write a fiction story. Today you will use the computer to edit your story.



Take out the disk that contains your story.



Retrieve your story by opening the correct file on the disk.



Read what you wrote. Think about all the things that you have learned about writing stories this year.

- Did you tell about the characters and setting in the beginning of your story?
- Did you create a problem that the main character must solve?
- Did you make the images clear by using descriptive words, comparisons, and similes?
- Did you give lots of details about the events?
- Did you use humour or sound effects to make the story more fun?
- Did you create an ending where the character solves the problem?
- Did you use some long sentences and some short sentences?
- Are your sentences complete?

Edit your story using the word-processing program on the computer. Use the spell-check and grammar-check tools to check your work.

It's easy to revise stories on the computer. Add any information that you missed by moving the cursor to the spot and clicking the mouse. Change words by deleting them and keying in the new words. Fix sentences and ideas the same way.

Demonstrate using spelling and grammar checking tools if necessary.

If your student does not know how to print, demonstrate the procedure.

Refer to the Home Instructor's Guide for the spelling words.



Print your story using the computer's printer. You will send your plan and your story to your teacher later today.

Spelling

It's time to do your spelling test. Your home instructor will say the words.



Go to Assignment Booklet 6B. Do Assignment 11: Spelling Test.

Phonics

Are you ready to show your teacher how well you can read vowel sounds?



Go to page 149 in your Phonics book. Carefully remove the page. Do pages 149 and 150. Follow the instructions carefully. You will send it to your teacher with the other assignments at the end of today's activities.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Hearing and Sound

You have learned many things about sounds. You discovered ways to produce sounds and to change the pitch and loudness of a sound. You found out how sound travels and how pitch and loudness are measured. You learned about human and animal hearing as well.

Are you ready to show your teacher how much you have learned? You will do an assignment about sound and hearing now.



Go to Assignment Booklet 6B. Do Assignment 12: Sound and Hearing. Complete the Student Learning Log too.

Story Time

Find a comfortable place and enjoy a story with your home instructor.

Looking Back

What was the most interesting thing you learned about sounds? What was your favourite activity in this module? What type of activities are you getting better at? What is still difficult for you?



Journal Entry

The student may respond to the questions or write about any topic that relates to the module's lessons.

Complete the Home Instructor's Comments at the end of Assignment Booklet 6B. Use the Items to Submit checklist to help you gather all the necessary assignments. Be sure each assignment has been completed. Mail, fax, or e-mail the required projects and Assignment Booklet 6B to the teacher.

Glossary

publish: prepare, print, and sell a book, newspaper, map, piece of music, story, poem, article, etc.

retrieve: get something back

Suggested Responses

1. Sound is produced when something vibrates.
2. Sound travels through air, liquids, and solids.
3. The pitch of a sound is measured in hertz.
4. The loudness of a sound is measured in decibels.
5. and 6. Answers will vary, depending on what sounds you find pleasant and unpleasant. For pleasant sounds, you may have included such things as birds singing, a song on the radio, someone playing the piano, or your favourite video game. For unpleasant sounds, you might have included a fire alarm, the alarm clock, or fingernails on a chalkboard.
7. Sounds that are very loud, startling, repetitive, or high-pitched may be unpleasant. Different people find different sounds pleasurable; however, most people enjoy music, gentle chiming, water trickling, and other quiet sounds.

8. "The Sweet Song" is a poem.
9. "Sounds Everywhere" is a report.
10. Pauline likes the sound of birds singing.
11. Lines 1 and 2: song and along
Lines 3 and 4: three and melody
Lines 5 and 6: head and bed
12. Carmen hears birds chirping, school bell buzzing, children shouting, bags shuffling, and mother sweeping.

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Module Summary

Hooray for you! You are an expert on sounds and hearing now!

In this part of the module you have also learned how to

- read and write words with vowel diphthongs
- write a recount and a fiction story
- do experiments and tests
- make instruments
- discover more about the daily lives of people in other countries

Get ready to explore the senses of sight and touch in Module 7.



